

## State-Funded Illinois Induction and Mentoring Programs: 2011 Survey Research Results



**Elizabeth Wilkins, Ph.D.**

**Janet Holt, Ph.D.**

**Christine Nelson**

**Anna Quinzio-Zafran**

**Christine Wells**

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# State-Funded Illinois Induction and Mentoring Programs: 2011 Survey Research Results

## OVERVIEW OF REPORT

This report contains the findings from the 2011 survey of state-funded induction and mentoring programs in Illinois. The purpose of the project was to gather data to assist decision makers in identifying what was working well in state-funded induction programs and areas for improvement. As such, this report has been written in research-friendly language to assist state leaders, administrators, program directors, mentors, regional offices of education, consortiums, and universities as they continue to examine and develop high-quality induction programs across Illinois. The report is divided into eight sections: (1) Methodology, (2) Mentoring, (3) Supports Provided to New Teachers Other Than Mentoring, (4) Teacher Professional Community/School Context, (5) New Teacher Self-Efficacy, (6) Mentor Requirements, (7) Qualitative Data, and (8) Conclusions.

In addition, the authors of this report would like to thank the staff at the Illinois New Teacher Collaborative (INTC) who gathered the data and assisted Northern Illinois University as needs arose during data analysis. We would also like to thank the Induction Coordinators for encouraging their participants to complete the survey and to the mentors and new teachers for taking the time to do so. We believe the responses to the survey and the findings contained within this report will move state-wide efforts forward with regard to implementing high-quality induction programs.

## METHODOLOGY

Data were collected from New Teachers (n=1,973) and Mentors (n=1,323) involved in induction programs that received Illinois State Board of Education (ISBE) grant funding.

The new teachers were finishing either their first or second year in the classroom. All 46 ISBE-funded induction programs were invited to participate in the survey, and 39 programs provided INTC with the names and email addresses of their new teachers and mentors. Per-program response rates for new teachers ranged from 35% to 100%, and for mentors ranged from 39% to 100%.

The survey instrument used during the 2011 data cycle was based on one created by SRI International and used in 2009 for their survey of ISBE-funded induction programs<sup>1</sup>. Survey revisions were made by staff at the INTC which included the elimination of some questions and the addition of others. The original SRI survey was pen-on-paper, while the 2011 survey was conducted online. In this report, comparisons will be made between the findings from the 2009 and 2011 data cycles, where appropriate.

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<sup>1</sup> Wechsler, M.E., Caspary, K., Humphrey, D.C., & Matsko, K.K. (2010). *Examining the effects of new teacher induction*. Menlo Park, CA: SRI International.

The New Teacher Survey (Appendix A) solicited information about (1) Demographic Background, (2) School Context, (3) Induction Supports Received, and (4) Teacher Efficacy. The response rate for new teachers to the 2011 survey was 61%.

The Mentor Survey, found in Appendix B, solicited information about (1) Mentor Background, (2) Mentor Training, (3) Support Provided to Teachers, and (4) Perceived Growth of Mentees in Various Dimensions of Teaching. The response rate for mentors to the 2011 survey was 77%.

The remainder of this report describes the findings from the data collected.

## MENTORING

The most common support provided to Illinois new teachers during the 2010-2011 school year was a mentor. Almost all of the new teachers (96%) reported being assigned a “formal” mentor as part of their induction experience. One requirement by the state of Illinois stipulates mentors and new teachers should engage in 1.5 hours of contact per week. The survey data revealed 57% of the new teachers interacted with their mentors daily or at least once or several times per week. The other 43% of the new teachers communicated with their mentor occasionally, a few times, or never. The Illinois requirement for 60 hours of contact is problematic for the latter group of new teachers.

Table 1:  
Frequency of New Teacher Interactions with Mentors

Percentage of New Teachers	Mentor/Mentee Interaction
46%	At least once or several times per week
29%	Occasionally per month
14%	Only a few times or never
11%	Met daily

Mentoring time was spent engaged in a wide range of activities. The most common mentoring activity included “*discussing instructional issues and problems*” (experienced by 50% of the new teachers about monthly). The next most common activity for mentors and new teachers was “*talking about the strengths and/or needs of specific students*” (experienced monthly by 41% of new teachers). Twenty-eight percent of mentoring time was spent “*discussing assessment data.*” This was an increase of 9% over the 2009-2010 survey data, which we infer as a result of the impact of wider implementation of Response to Intervention in Illinois.\*\* “*Sharing materials*” was a mentoring activity experienced at least monthly by a quarter of the new teachers (26%).

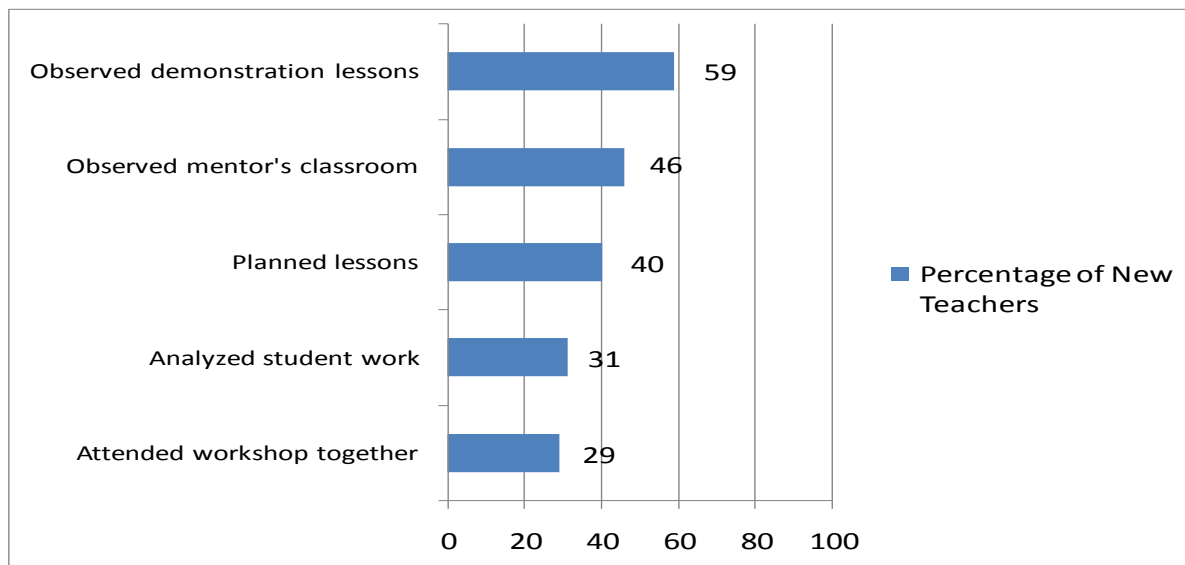
Table 2:  
Frequency of the Most Common Mentoring Activities

Percentage of New Teachers	Most Common Mentoring Activities
50%	Discussing instructional issues and problems
41%	Talking about the strengths and/or needs of specific students
28%	Discussing assessment data**
26%	Sharing materials

Mentoring Activities Never Experienced

A considerable number of new teachers never experienced some mentoring activities (Table 3). These results, particularly the large percentage of new teachers who never had the opportunity to “see their mentors demonstrate lessons, observe their mentor’s teaching, jointly plan lessons, analyze student work, or attend a workshop together,” suggest a lack of mentor/mentee activities with high potential for improving instructional practice. Unfortunately, school schedules do not traditionally allow for adequate release time during the school day for mentors and new teachers to work together to observe instruction and discuss strategies for assessment and pedagogical improvements. As such, schools/districts should consider how they might allocate mandatory release time in order to better support instructional improvement.

Table 3:  
Mentoring Activities Never Experienced

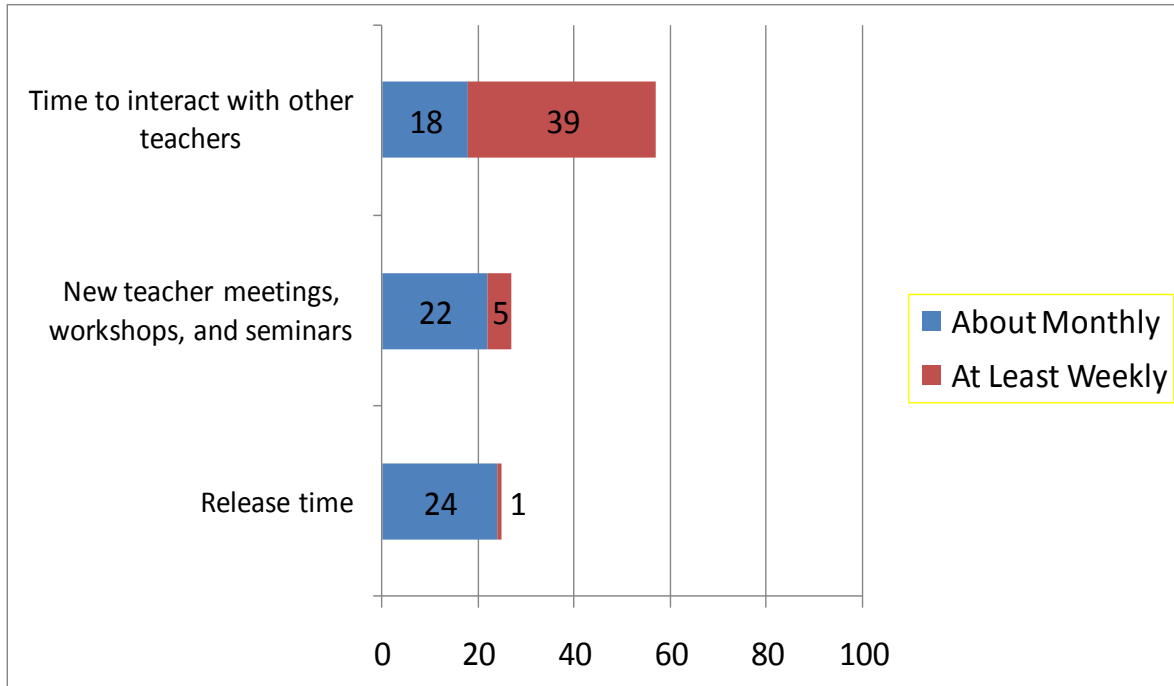


### SUPPORTS PROVIDED TO NEW TEACHERS OTHER THAN MENTORING

Although mentoring is the support provided most often to new teachers, there are other supports offered regularly as part of induction programming. For example, 64% of new teachers attended an orientation before the start of the school year, and 7% attended one after the start of the school year. However, 29% reported not attending an orientation. Of the 71% of new teachers who did attend, only half of them reported this support was *moderately* or *extremely valuable*. This data reveals that induction coordinators need to probe to find out why orientation programs do not meet the perceived needs of half of the new teachers.

A professional network is another support provided other than mentoring that new teachers seek. Such a network provides camaraderie as well as a forum for new teachers to share instructional ideas, voice successes, and share fears. “*Time to interact with other teachers*” was reported to be received the most on a monthly/weekly basis and considered *moderately* to *extremely valuable* by over three quarters of the new teachers. Although the two remaining supports identified in Table 4 enhance new teacher development and provide new teachers with support other than mentoring, they occurred *infrequently* for a majority of new teachers (Table 4).

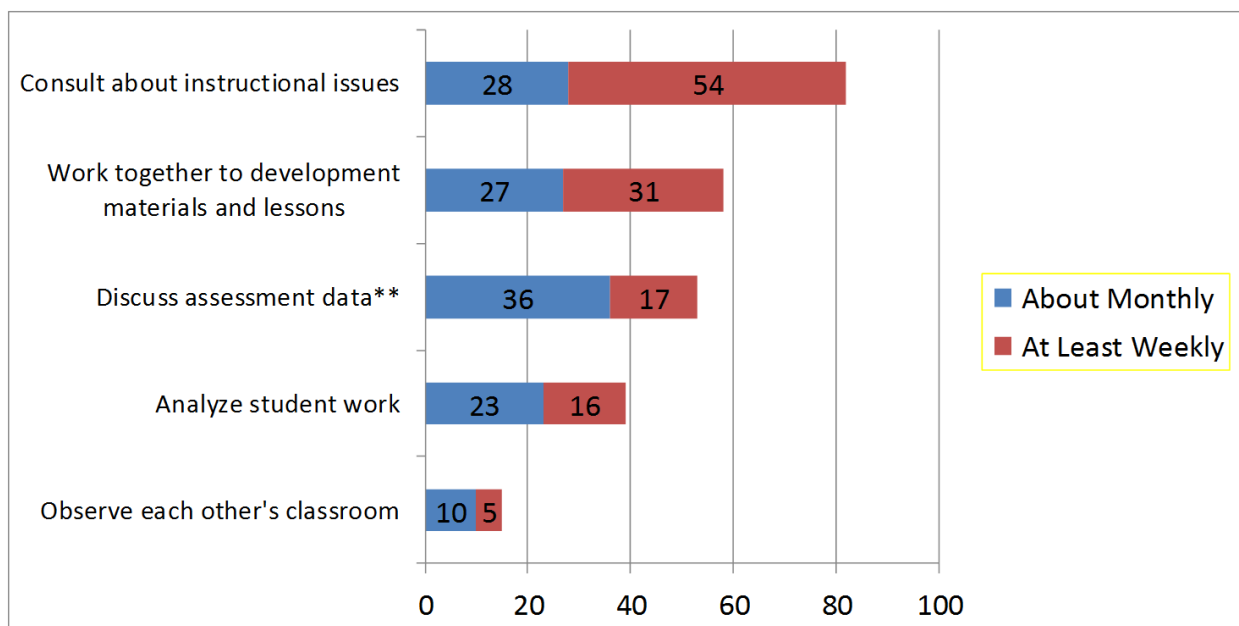
Table 4:  
Supports Provided to New Teachers Other Than Mentoring



## TEACHER PROFESSIONAL COMMUNITY/SCHOOL CONTEXT

What occurs in the school context is another strong indicator for the success of a new teacher. That is, the school environment contributes to or detracts from a teacher's professional growth. More specifically, school context includes the teaching environment, support of administration, and sufficient materials. Table 5 shows that over 80% of the new teachers worked in a school where they could “*seek and share advice about instructional issues.*” In addition, over half of the new teachers reported opportunities to “*work together to development materials and lessons*” as well as “*discuss assessment data\*\**” (the latter was up 9% from the 2009-2010 survey). However, less than half of the new teachers had monthly opportunities to work with peers on how to “*analyze student work*” (39%) or “*observe each other's classrooms*” (15%).

Table 5:  
Teacher Professional Community/School Context



## NEW TEACHER SELF-EFFICACY

Another section of the survey focused on teacher self-efficacy. A teacher's belief in his or her ability to be effective has been found to be related to student achievement, motivation, and students' sense of efficacy. Similar to the 2009-2010 results, the new teachers reported high levels of efficacy to “*teach*” (99%), in “*classroom management skills*” (96%), and to “*redirect students who were disruptive and noisy*” (95%). The new teachers were least confident in their ability to address the “*needs of English Language Learners*” (70%), which was 13% higher than the 2009-2010 survey. This is concerning as there is no clear explanation as to why a double-digit change occurred in this latter data finding.

Demographic variables for the regression analyses were also coded as in Wechsler, Caspary, Humphrey and Matsko (2010). The composite variables were mean aggregated from component

variables (see Appendix C). All coefficient  $\alpha$  reliabilities for the composite predictor variables were adequate ( $>.70$ ) with the exception of other induction supports,  $\alpha = .55$ . The outcome, teacher self-efficacy, evidenced high reliability,  $\alpha = .90$ . Initial exploration of the distribution of teacher self-efficacy revealed that it was negatively skewed =  $-1.27$  with high positive kurtosis =  $8.07$ , with several outliers in the negatively skewed tail. Removal of six outliers resulted in a more normal distribution, skew =  $.09$ , kurtosis =  $-.45$ . Analyses proceeded without the six outlying observations ( $n = 1205$ ). Sample size was further reduced in the regression analysis by cases with complete data on the set of variables to  $n = 1019$ .

New teacher self-efficacy was predicted by a set of demographic variables: being male, of Latino ethnicity, African-American, other minority racial group, being a secondary school teacher, being an ELL teacher, being a SPED teacher, having alternative certification to teach, having at least a Master's degree education, having more than 1 year teaching experience, having 1 or more year of non-teaching work experience (including substitute teaching and teacher's aide), and being a 2<sup>nd</sup> year teacher (as compared to a new teacher). These variables in total accounted for 5.8% of the variance in teacher self-efficacy and the following demographic variables were significant predictors: being a secondary school teacher,  $b = -0.07$ ,  $p = .007$ , favoring elementary school teachers and being a special education teacher,  $b = 0.13$ ,  $p < .001$ . The composite variables used in Weschler et al. (2010) were used in the prediction of teacher self-efficacy, with the exception of other induction supports, which evidence low reliability. The combined composite variable predictors accounted for 23.9% additional variance in teacher self-efficacy and all were individually significant predictors of teacher self-efficacy:  $b = 0.17$ ,  $p < .001$ , school context;  $b = 0.04$ ,  $p = .014$ , intensity of mentoring;  $b = 0.11$ ,  $p < .001$ , focus on instruction; and  $b = -0.1328$ ,  $p < .001$ , need for support. All composite variables were positively related to teacher self-efficacy except need for support. Analysis of residuals of the full regression model indicated homoscedasticity and normality.

### *New Teacher Professional Growth*

The new teachers were also asked to report on their professional growth. Although self-report data has limitations, it does provide insight into what these new teachers believe they gained from participating in their respective induction program. The three areas where they felt they grew the most included “*instructional techniques*” (70%), “*reflection on teaching practice*” (67%), and “*creation of a positive learning environment including classroom management*” (65%). Areas where the fewest teachers reported growth included “*adaptation of instruction for diverse backgrounds*” (46%\*) and “*adaptation of instruction for English Language Learners*” (33%\*). (\*Note: Each of the last two findings were up 8%\* from what new teachers reported in the 2009-2010 survey.)

## **MENTOR SELECTION, TRAINING, AND ACCOUNTABILITY REQUIREMENTS**

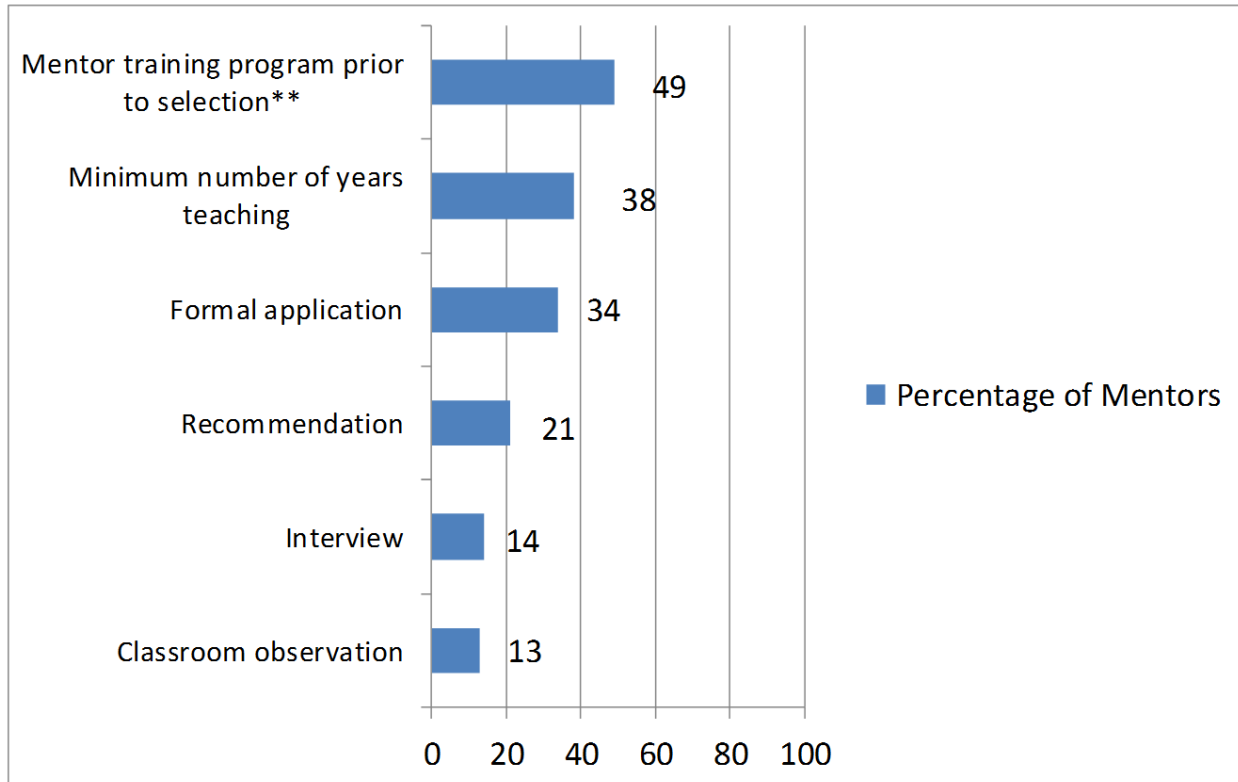
### *Mentor Selection Requirements*

Past research and Illinois Induction Standard #5 has suggested that certain factors contribute to strong induction programs. One such factor is how induction programs select their mentors. Table 6 contains the selection requirements reported as well as the percentage of mentors who



were required to complete them. “*Mentor training program prior to selection*” was up 9% from the 2009-2010 results(\*\*). Such training should continue to be encouraged prior to selection. All other requirements were completed by less than half of the mentors, and the percentages remained fairly stable between both years of data collection: *minimum number of years, formal application, recommendation, interview, and classroom observation*.

Table 6:  
Mentor Selection Requirements



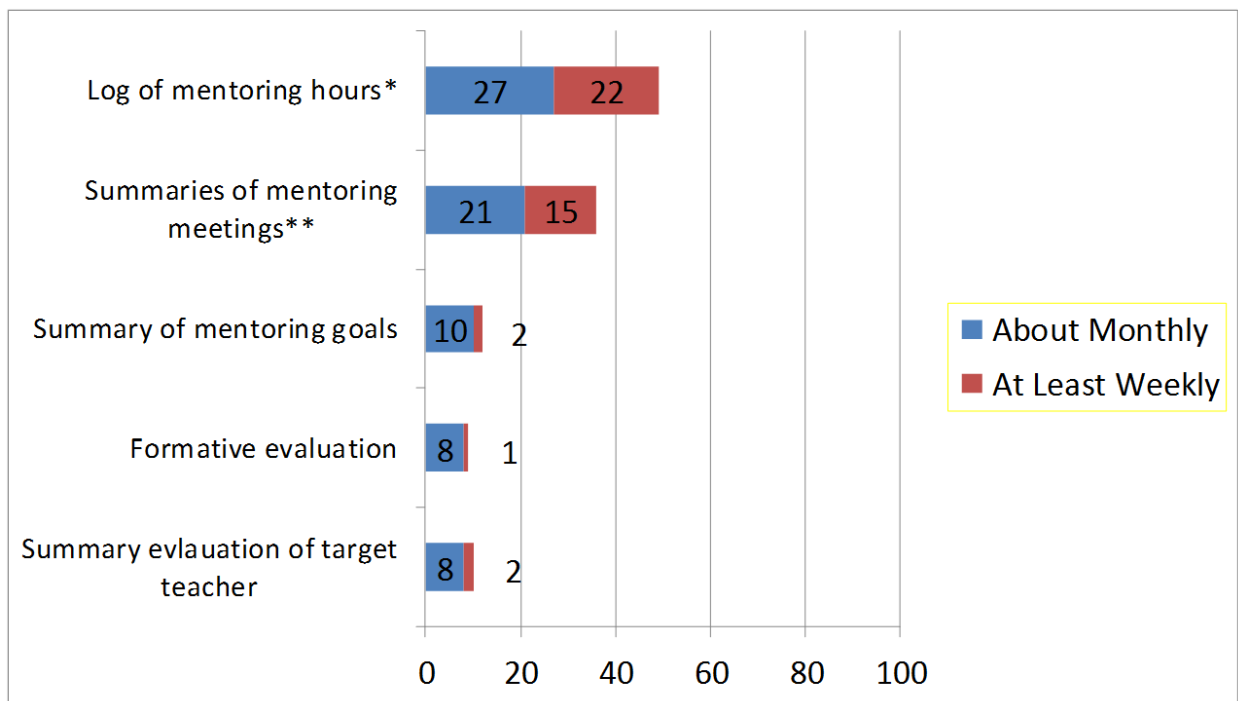
*Mentor Training Requirements*

Nearly all mentors (96%) attended an initial training session to be a mentor. Of those, 67% were trained before they met their mentee (up 10% from the 2009-2010 survey). A shift toward longer mentor training also occurred during the 2010-2011 school year. Almost three quarters of the mentors (71%) attended an initial training that was multiday in length, and over half (58%) received ongoing support one or a few times throughout the school year to support their mentee. These data are encouraging; however, those who prepare mentors to support new teachers should continue to monitor when mentors are provided initial training, how long that training takes place, as well as how often ongoing mentor training occurs during the school year. Illinois Induction Standard #6, Mentor Professional Development, encourages programs to provide consistent, high levels of training and ongoing support.

### *Mentor Accountability Requirements*

Another factor known to influence strong induction programs includes mentor accountability requirements. Table 7 contains the requirements reported by the mentors as well as the percentage completing them. Two areas of interest emerged from this data cycle as compared to the previous year. “*Log of mentoring hours*” and “*Summaries of mentoring meetings*” were up 14% and 8% respectively from the 2009-2010 survey (\* and \*\*). A closer examination is needed to better understand why these increases took place. Future study about Illinois induction programs should be completed to examine what activities were logged and what occurred during mentor meetings.

Table 7:  
Mentor Accountability Requirements



### **QUALITATIVE DATA**

Qualitative data were collected on the mentor surveys. For all three questions, qualitative analysis techniques were utilized during analysis. Both major themes as well as subthemes emerged.

This next section describes the responses to those open-ended questions. The data contains a numerical frequency count as well as percentages for each major theme (with specific emphasis on the two largest themes), resultant subthemes, and representative examples shared by the participants.

Mentor Open-Ended Question #1

One open-ended question asked mentors to describe “barriers or obstacles they faced in becoming a successful mentor.” A total of 750 responses were provided from which five themes emerged: (a) Time; (b) Mentor/Mentee Match; (c) Program Support; (d) Program Concerns; and (e) Release time.

For this qualitative question (Table 8), the majority of the responses (66%) reflected “time” and “mentor/mentee match” as the largest barrier or obstacle to becoming a successful mentor (highlighted in gray color).

Table 8:  
Barriers and Obstacles Faced in Becoming a Successful Mentor

Major Themes	Number of Responses (n=750)	Percentage of Responses
Time	277	37%
Mentor/Mentee Match	217	29%
Program Support	122	16%
Program Concerns	119	16%
Release time	15	>1%

To better understand what the mentors meant by “time,” their responses were coded into six subthemes (Table 9). Representative quotes shared by the mentors are included at the bottom of the table.

Table 9:  
“Time” Subthemes: Barrier and Obstacle Faced in Becoming a Successful Mentor

Subtheme: TIME	Number of Responses (n=277)	Percentage of Responses
Balancing Professional Responsibilities	83	30%
Time	66	24%
Limited Opportunity for Collaboration	41	15%
Limited time for Observation	37	13%

Scheduling Conflicts	35	13%
Release time	15	5%
<b>REPRESENTATIVE QUOTES:</b> <ul style="list-style-type: none"> <li>• <i>“There is very little time to interact during the school day with my target teacher. We are all over burdened with responsibilities.”</i></li> <li>• <i>“When you teach in a full-time position and then have to plan for your own classroom and meet with the others, it does become overwhelming.”</i></li> </ul>		

The second largest theme that emerged about barriers and obstacles faced in becoming a successful mentor was “mentor/mentee match.” The five subthemes are found in Table 10. Representative quotes shared by the mentors are included at the bottom of the table.

Table 10:  
“Mentor/New Teacher Match” Subthemes: Barrier and Obstacle Faced in Becoming a Successful Mentor

<b>Theme: Mentor/New Teacher Match</b>	<b>Number of Responses (n=217)</b>	<b>Percentage of Responses</b>
Location	74	27%
Content Area/Grade Level	65	23%
New Teacher Efficacy	44	16%
Number of Assigned Protégés	22	8%
Mentor Efficacy	12	4%
<b>REPRESENTATIVE QUOTES:</b> <ul style="list-style-type: none"> <li>• <i>“Finding time to meet with the new teacher being in a separate building, I believe that it is very difficult to have a positive experience for a new teacher knowing that her mentor is in a different building.”</i></li> <li>• <i>“I found it difficult at times to target my teacher’s weaknesses. I would make a suggestion and he would not try it and that was frustrating to follow up with questioning as to why he did that.”</i></li> </ul>		

The findings for open-ended question #1 reveal that mentors want to support their new teachers by having ample time to plan, collaborate, and observe. Proximity and content area/grade level matches create opportunities for a more successful mentor/new teacher relationships. However, increased workloads and professional responsibilities leave mentors little time to spend and work with new teachers.

Mentor Open-Ended Question #2

Another open-ended question asked mentors to describe “*noteworthy successes achieved as a mentor during the 2010-2011 academic year.*” A total of 499 responses were provided from which eight themes emerged: (a) Growth; (b) Workplace Relationships; (c) Personal Reward; (d) Reflection; (e) Adapting to Professional Demands; (f) Pride in Mentee’s Accomplishments; (g) Re-employment; and (h) Other.

For this open-ended question (Table 11), the majority of the responses (74%) reflected “*Growth*” and “*Workplace Relationships*” as the most noteworthy successes achieved as a mentor during the 2010-2011 school year (highlighted in gray color).

Table 11:  
Noteworthy Successes Achieved as a Mentor During the 2010-2011 Academic Year

Themes	Number of Responses (n=499)	Percentage of Responses
Growth	242	48%
Building Workplace Relationships	130	26%
Personal Reward	27	5%
Reflection	26	5%
Adapting to Professional Demands	23	5%
Pride in Mentees’ Accomplishments	23	5%
Re-employment	9	2%
Other	19	4%

To better understand what the mentors meant by “*Growth*,” their responses were coded into eight subthemes (Table 12). Representative quotes shared by the mentors are included at the bottom of the table.

Table 12:  
 “Growth” Subthemes: Noteworthy Successes Achieved as a Mentor During the 2010-2011  
 Academic Year

Theme: Growth	Number of Responses (n=242)	Percentage of Responses
Classroom Management	58	23%
Instructional Strategies	45	18%
Professional Skills	42	17%
Confidence	31	13%
Mutual Growth	31	13%
Mentor Growth	18	7%
Working with Parents	11	5%
Leadership	6	2%
REPRESENTATIVE QUOTE: <ul style="list-style-type: none"> <li>• <i>“Protégé continued to evolve as a first-year teacher and classroom management skills improved from first semester to second semester. I believe that he has matured to the point as a teacher where I don’t have the daily talks I had in the beginning of school year.”</i></li> <li>• <i>“My mentee finally realized he did not need to keep talking louder to present his information. When I would observe his class formally or just outside his room from the hall, he would have students talking and he would just get louder talking over them. I convinced him to begin second semester differently, lower voice, higher expectations of respect from students and it worked! He is no longer so loud that you can hear him all the way down the hall and through the wall.”</i></li> </ul>		

The second largest theme that emerged about noteworthy successes achieved as a mentor during the 2010-2011 Academic Year was “*Workplace Relationships*.” The three subthemes are found in Table 13. Representative quotes shared by the mentors are included at the bottom of the table.

Table 13:  
 “Building Workplace Relationships” Subthemes: Noteworthy Successes Achieved as a Mentor During the 2010-2011 Academic Year

<b>Theme: Building Workplace Relationships</b>	<b>Number of Responses (n=130)</b>	<b>Percentage of Responses</b>
Collegial Friendship	76	58%
Increased Collaboration	41	32%
Support/Trust	13	10%
<b>REPRESENTATIVE QUOTES:</b> <ul style="list-style-type: none"> <li>• <i>“It brought me closer to a beginning teacher and made me realize what challenges new teachers are faced with.”</i></li> <li>• <i>“I feel like I have developed good rapport with my mentee, and I know she feels comfortable discussing anything with me –personal or professional, formal or informal.”</i></li> </ul>		

The findings for open-ended question #2 reveal that successes noted are often the same as those that will assist in continued professional growth, thereby strengthening the overall school context. Mentors saw development in their own practice by changing the lens in which they viewed their own work. Professional communication was usually at the heart of all improvement.

*Mentor Open-Ended Question #3*

A third and final open-ended question focused on “mentors describing their general experience as a mentor during the 2010-2011 school year.” There were 439 responses provided by the mentors to this question from which nine themes emerged: (a) Rewarding Experience; (b) Professional Learning; (c) Time; (d) Relationships; (e) Mentor/Mentee Pairing; (f) Pride and Appreciation; (g) Re-employment; (h) Program Implications; and (i) Adapting to Professional Demands.

For this open-ended question (Table 14), almost half of the responses (48%) reflected “*Rewarding Experience*” and “*Professional Learning*” (highlighted in gray color) as the most generalized experiences that occurred while serving as a mentor during the 2010-2011 school year.

Table 14:  
Generalized Experiences While Serving as a Mentor During the 2010-2011 School Year

Themes	Number of Responses (n=439)	Percentage of Responses
Rewarding Experience	111	25%
Professional Learning	101	23%
Time	53	12%
Relationships	51	12%
Mentor/Mentee Pairing	34	8%
Pride and Appreciation	29	7%
Re-employment	29	7%
Program Implications	24	5%
Adapting to Professional Demands	7	2%

To better understand what the mentors meant by “*Rewarding Experience*,” their responses were coded into four subthemes (Table 15). Representative quotes shared by the mentors are included at the bottom of the table.

Table 15:  
“Rewarding Experience” Subthemes: Generalized Experience While Serving as a Mentor

Theme: Rewarding Experience	Number of Responses (n=111)	Percentage of Responses
Enjoyable	41	37%
Wonderful/Good/Great	34	31%
Rewarding/Valuable	28	25%
Positive	8	7%
<b>REPRESENTATIVE QUOTES:</b> <ul style="list-style-type: none"> <li>• <i>“I have enjoyed assisting new teachers in our district learn our curriculum and goals and help them fit into their new school and profession.”</i></li> <li>• <i>“It is wonderful to see my target teacher's skills and abilities improve over the course of the school year.”</i></li> </ul>		



The second largest theme that emerged about general experiences that occurred for mentors during the 2010-2011 school year was “*Professional Learning*.” The two subthemes are found in Table 16. Representative quotes shared by the mentors are included at the bottom of the table.

Table 16:  
 “Professional Learning” Subthemes: Generalized Experience While Serving as a Mentor

Theme: Professional Learning	Number of Responses (n=101)	Percentage of Responses
Training and Coaching	61	60%
Increase of mentor’s professional learning	40	40%
REPRESENTATIVE QUOTES: <ul style="list-style-type: none"> <li>• “The coaches for the mentors were incredible. Very dedicated and made the mentoring process have goals and targeted questioning to guide the new teacher through their first year.”</li> <li>• “The experience provided opportunity for self reflection and professional growth through the conversations I had with beginning teacher.”</li> </ul>		

The findings from open-ended question #3 reveal that being a mentor requires a genuine interest in the role of helping new teachers and a willingness to do what it takes to help a new employee in the field. This begs the question: What could the role of the mentor evolve into as we look at new teacher evaluation criteria in Illinois? The findings also indicated that serving as a mentor included an overwhelming feeling of pride and joy.

## CONCLUSIONS

The findings from the 2011 mentor and new teacher surveys demonstrate that monies spent by the Illinois State Board of Education (ISBE) in support of selected state-funded induction and mentoring programs do allow for quality programming to occur. The opportunity to financially support and study these programs has allowed for more thoughtful implementation and growing comprehensive induction programming across the state. Such programming has occurred in varied settings (i.e., urban, suburban, and rural) and configurations (e.g., community unit districts, single school districts, consortiums, partnerships with Regional Offices of Education and universities). The positive affirmations noted throughout this report by both new teachers and mentors also provide testament to the benefits that have emerged from these enhanced programs. Challenges do exist, and the findings from this study reveal those.

We propose that information gained from this report be used to make changes where appropriate, to share best practice ideas with all school/districts/partnerships, and to inform state policy

makers when future decisions are made concerning induction and mentoring programming. Therefore, we end the report with a list of conclusions aligned with the Illinois Induction Standards. They are written to assist state leaders, administrators, program directors, mentors, regional offices of education, consortiums, and universities as they continue to develop and deliver high-quality induction programs throughout Illinois

**Conclusion #1**

Continue to retool new teacher orientations to make them more valuable.

*Alignment to Illinois Induction Standards: #1, 3, 7, 8*

**Conclusion #2**

Monitor when mentors are provided initial training, how long that training takes place, as well as how often ongoing mentor training occurs during the school year.

*Alignment to Illinois Induction Standards: #1, 3, 6, 8*

**Conclusion #3**

Explore reasons for the infrequent meetings between some mentor and new teachers pairs that resulted in “less-than-expected-contact time” as well as the feasibility of completing 60 total hours of contact time per school year

*Alignment to Illinois Induction Standards: #6, 7, 8, 9*

**Conclusion #4**

Examine the content of mentoring meetings (i.e., determine what activities were logged and what topics were discussed during collaborations).

*Alignment to Illinois Induction Standards: #6, 7, 8, 9*

**Conclusion #5**

Increase professional development for new teachers to enhance their instruction in diverse classrooms as well as with English Language Learners.

*Alignment to Illinois Induction Standards: #1, 3, 7, 8, 9*

**Conclusion #6**

Re-examine criteria for mentor/mentee selection, location, and match based on grade level/content area.

*Alignment to Illinois Induction Standards: #1, 5, 6, 7, 8*

**Conclusion #7**

Provide more opportunity for mentors/new teachers to demonstrate lessons, analyze student work, conduct classroom observations, attend workshops together, etc. (i.e., activities least experienced but with high potential for improving instructional practice).

*Alignment to Illinois Induction Standards: #1, 2, 3, 6, 7, 8, 9*

**Conclusion #8**

Implement support strategies that directly address teacher professional community/school context such as teaching environment, support of the administration, and sufficient materials.

*Alignment to Illinois Induction Standards: #1, 2, 3, 4, 8, 9*

**APPENDIX A**  
**New Teacher Survey**

## Welcome to the Illinois New Teacher Survey

This research is being conducted by the Illinois New Teacher Collaborative (INTC) and is supported by the Illinois State Board of Education (ISBE). The information you provide will help ISBE determine how to improve the support it provides for novice teachers and their mentors.

### TEACHING BACKGROUND

1. Which of the following describes your current status as a teacher? (Mark one box.)

I have completed my teacher education program and have an initial, provisional, or standard teaching license/credential.

I have NOT completed my teacher education program and am currently enrolled in an intern program or alternative certification program.

Other (please specify):

2. How many years have you:

(Mark one box per row.)

(Include the current year so that if you are in your first year mark "1," second year mark "2," etc.; do not include student teaching.)

Number of Years

None 1 2 3 4 5+

Been a teacher (total years)? a.

Include all years as a teacher of record, intern, or fellow at your current school as well as any other schools, public or private.

b. Worked as a substitute teacher?

c. Worked as a teacher's aide/assistant?

d. Worked full time in a profession other than teaching?

3. At what point in the year were you offered your current teaching position? (Mark one box.)

More than 6 months before the start of the school year

4 to 6 months before the start of the school year

1 to 3 months before the start of the school year

Less than a month before school started

After school started, including on the first day of school

Don't remember

4. What is the highest level of formal education you have completed? (Mark one box.)

Bachelor's degree

Master's degree

Master's degree plus 15 credits or more

Doctorate

5. Do you plan to teach at your current school next year? (Mark one box.)

Yes, I plan to return to this school next year.

No, I would like to transfer to another school next year.

No, I have been RIFed.

No, I don't plan to teach next school year. •

(Skip to question 7.)

6. How long do you plan to be a classroom teacher at either your current school or another school? (Mark one box.)

- 10 years or more
- 6 to 9 years
- 3 to 5 years
- 2 years or less
- Undecided at this time

7. What is your gender?

- Female
- Male

8. What is your ethnicity? (Mark one box.)

- Latino
- Not Latino

What is your race?

- White
- Black or African American
- Native Hawaiian or other Pacific Islander
- Asian
- American Indian or Alaska Native
- Other / two or more races
- Prefer not to answer

What is your age category?

- under 25
- 25 or older

#### TEACHING ASSIGNMENT

9. Approximately what percentage of your students for this school year (2010-11) fall into each of the categories below? If you teach multiple classes, what is the percentage of students across all the classes you teach? (Write "0" if you have NO students in these categories.)

- a. Are English language learners (e.g., ELL, ESL, bilingual) %
- b. Have individualized education plans (IEPs), have 504 plans, or receive other special education services, such as support from a resource specialist %
- c. Create serious behavior problems in your class %

10. How would you describe your MAIN teaching assignment for the 2010-11 school year in terms of grade level? If you work with students in multiple grade levels, please choose the grouping with which you spend the majority of your time. (Mark one box.)

- Early childhood (i.e., P-K)
- Elementary school (i.e., K-5, K-6, K-8)

Middle school (i.e., 6-8, 7-8, 7-9)

High school (i.e., 9-12)

11. How would you describe your MAIN teaching assignment(s) for the 2010-11 school year?

- a. grade-level teacher (e.g. pre-K or grade 2 teacher)
- b. special education teacher (in either a self-contained classroom or an inclusion model).
- c. dedicated ELL (English language learner) or bilingual teacher.
- d. science or math teacher
- e. English, history, social studies, or foreign language teacher
- f. other subject teacher (e.g. technology, art, business, physical education, music)
- g. Resource teacher
- h. Librarian
- i. Speech pathologist
- j. School counselor or nurse
- k. Other (please specify):

13. To what extent do you agree or disagree with the following statements about your school?

Please choose the response that best reflects your experience at your current school.

(Mark one box per row.) Strongly disagree; Disagree; Strongly agree; Agree

- a. It is stressful to be a teacher at this school.
- b. Teachers in this school trust each other.
- c. Teachers in this school trust the school administration.
- d. I feel supported by colleagues to try out new ideas.
- e. Teachers in this school feel responsible to help each other do their best.
- f. A conscious effort is made by faculty to make new teachers feel welcome here.
- g. I have the necessary textbooks and print resources to teach.
- h. I can get instructional materials (e.g., lab supplies, math manipulatives, classroom library books) without buying them myself.
- i. I can get the classroom supplies (e.g., paper, pencils, staples, tape) I need without buying them myself.

14. How often do you do each of the following activities with teachers in your school other than your mentor teacher? (Mark one box per row.)

Never; Once; A few times a year; At least monthly; At least weekly

- a. Analyze samples of work done by your students
- b. Work together to develop teaching materials or activities for particular classes
- c. Seek each other's advice about instructional issues and problems
- d. Observe each other's classrooms to offer feedback and/or learn strategies (excluding observation for the purpose of formal evaluation)
- e. Discuss student assessment data to make decisions about instruction

15. Please mark the extent to which you disagree or agree with the following statements about the principal at your school. (Mark one box per row.)

Strongly disagree; Disagree; Agree; Strongly agree

- a. Enforces school rules for student conduct and backs me up when I need it
- b. Makes clear to the staff his or her expectations for meeting instructional goals

- c. Sets high standards for teaching
- d. Communicates a clear vision for the school
- e. Understands how children learn
- f. Sets high standards for student learning
- g. Knows what's going on in my classroom
- h. Actively monitors the quality of teaching in this school
- i. Works to ensure that teachers have the supports they need to be successful
- j. Is supportive and encouraging toward school staff

16. Thinking about the 2010-11 school year, indicate the level of support you have needed in the following areas. (Mark one box per row.)

No support needed; Minimal support needed; Moderate support needed; Extensive support needed

- a. The subject matter I teach
- b. Instructional techniques appropriate for the grade level/subject matter I teach
- c. Classroom management techniques appropriate for the students I currently teach
- d. The use of textbooks or other curricular materials for my current position
- e. Strategies for interacting with parents of the students I currently teach
- f. The use of data (e.g., analyzing student work or student test scores) to plan instruction
- g. Adapting instruction to meet the needs of students at varying academic levels
- h. Adapting instruction for students with individualized education programs
- i. Instructional techniques to meet the needs of students from diverse cultural backgrounds
- j. Instructional techniques to meet the needs of English language learners
- k. Planning lessons and designing instruction
- l. Creating a positive learning environment
- m. The use of informal and formal assessment strategies
- n. Evaluating and reflecting upon my own teaching practices

#### NEW TEACHER SUPPORT PROGRAM

New teacher support programs provide services for beginning teachers, such as mentoring, orientation, training, and workshops.

18. Did you attend an orientation specifically for new teachers at the beginning of this school year? (Mark one box.)

No •

(Skip to question 21.)

Yes, before the start of the school year

Yes, after the start of the school year

19. How long did this orientation last? (Mark one box.)

Part day (4 hours or less)

One full day (5 to 8 hours)

Multiday, less than a week (more than 8 hours but less than 40 hours)

One week (40 hours)

More than one week (more than 40 hours)

20. How valuable did you find this initial orientation? (Mark one box.)



Not valuable  
Minimally valuable  
Moderately valuable  
Extremely valuable

21. Think about the services and support you have received this school year (including the summer of 2010) through your new teacher support program.

(A) How often have you received the following supports?

(B) For the supports you have received, how valuable has each one been to your development as a teacher?

(Mark one frequency and, where applicable, one value per row.)

Frequency: Never; Once; A few times; About monthly; At least weekly

Value: Not valuable; Minimally valuable; Moderately valuable; Extremely valuable

New teacher meetings, not for purposes of evaluation, with the principal at your school

Workshops, seminars, or classes for new teachers (excluding an initial orientation)

Release time to see other teachers teach

Time to interact professionally with teachers other than your mentor

#### MENTOR, COACH, OR CONSULTANT SUPPORT

22. Were you formally assigned a mentor, coach, or consultant for the current school year (2010-11) through your new teacher support program? (Mark one box.)

No (Skip to question 27.)

Yes

If you were assigned multiple mentors, please think about ALL the mentoring you have received through this new teacher support program in responding to questions 23 through 26.

23. How often have you interacted with your assigned mentor(s), coach(es), or consultant(s) this school year on a formal basis? "On a formal basis" means interacting during dedicated or scheduled time; this does not include, for example, short conversations while passing in the hall. (Mark one box.)

Never •

(Skip to question 27.)

Once

A few times

Once per month

A few times per month

Once per week

Several times per week

Daily

By the end of the 2010-11 school year, how many total hours do you think you will have interacted with your mentor, coach, or consultant on a formal basis?

15 or less

16-30

31-45

46-60

More than 60

24. When was your first formal meeting with a mentor, coach, or consultant for the 2010-11 school year?  
(Mark one box.)

Before the school year started

Less than 1 month after the first day of school

More than 1 month after the first day of school

Still have not met with my mentor, coach, or consultant

25. Does at least one of your mentor's, coach's or consultant's area of expertise match the following aspects of your teaching position? (Mark one box per row.)

Don't know; Yes; No

a. Subject matter

b. Grade level

c. Student population (e.g., experience with ELL students)

d. Same school

26. Think about the mentoring you received this school year through your new teacher support program.

(A)

How often has your mentor(s), coach(es), or consultant(s) engaged with you in each of the following activities this year?

(B) For the activities in which you engaged with your mentor(s), how valuable has each one been to your development as a teacher?

(Mark one frequency and, where applicable, one value per row.)

(A) Frequency: Never; Once; A few times; About monthly; At least weekly

(B) Value: Not valuable; Minimally valuable; Moderately valuable; Extremely valuable

a. Observed me teaching and provided feedback

b. Worked with me to develop a professional growth plan

c. Demonstrated lessons for me in my classroom

d. Gave me materials

e. Planned lessons with me

f. Analyzed samples of my students' work

g. Invited me into his/her classroom to observe

h. Talked with me about the strengths and/or needs of specific students

i. Discussed instructional issues and problems

j. Discussed student assessment data to make decisions about instruction

k. Attended workshop together and discussed connections to my teaching situation

#### NEW TEACHER SUPPORTS

The following two questions refer to all the services you have received this year through your new teacher support program (e.g. mentoring, orientation, training, or workshops).

27. Thinking about all the supports you have received during the 2010-11 school year, to what extent have they addressed the following topics? (Mark one box per row.)

Not at all; Minimally addressed; Moderately addressed; Extensively addressed

- a. The subject matter I teach
- b. Instructional techniques appropriate for the grade level/subject matter I teach
- c. Classroom management techniques appropriate for the students I currently teach
- d. The use of textbooks or other curricular materials for my current position
- e. Strategies for interacting with parents of the students I currently teach
- f. The use of data (e.g., analyzing student work or student test scores) to plan instruction
- g. Adapting instruction to meet the needs of students at varying academic levels
- h. Adapting instruction for students with individualized education programs
- i. Instructional techniques to meet the needs of students from diverse cultural backgrounds
- j. Instructional techniques to meet the needs of English language learners
- k. Planning lessons and designing instruction
- l. Creating a positive learning environment
- m. The use of informal and formal assessment strategies
- n. Evaluating and reflecting upon my own teaching practices

28. Think about all the new teacher supports you have received during the 2010-11 school year (including the summer of 2008). Please indicate the extent to which these supports have improved your knowledge and skills in the following areas. (Mark one box per row.)

The new teacher supports I received this year (2010-11) have ...

Not at all; Minimal extent; Moderate extent; Great extent

- a. Deepened my grasp of the subject matter I teach.
- b. Increased my knowledge of instructional techniques appropriate for the grade level/subject matter I teach.
- c. Improved my classroom management.
- d. Increased my effectiveness in using textbooks or other curricular materials.
- e. Improved my interactions with parents.
- f. Improved my ability to use data (e.g., analyzing student work or student test scores) to plan instruction.
- g. Improved my ability to adapt instruction to meet the needs of students at varying academic levels.
- h. Increased my ability to adapt instruction for students with individualized education programs.
- i. Improved my ability to meet the instructional needs of students from diverse cultural backgrounds.
- j. Improved my ability to meet instructional needs of English language learners.
- k. Improved my ability to plan lessons and design instruction.
- l. Increased my ability to create a positive learning environment.
- m. Increased my effectiveness in using informal and formal assessment strategies.
- n. Improved my ability to evaluate and reflect upon my own teaching practices.

#### TEACHER BELIEFS

29. To what extent do you agree or disagree with each of the following statements?

(Mark one box per row.)

Strongly disagree; Disagree; Agree; Strongly agree

- a. I am confident in my ability to teach effectively.
- b. I can handle a range of challenging classroom management and discipline situations.
- c. If a student in my class becomes disruptive and noisy, I know techniques to redirect him/her quickly.
- d. I am equally successful in helping students from all racial/ethnic backgrounds to learn.
- e. I have the knowledge and skills I need to address the needs of English language learners.
- f. I have the knowledge and skills I need to address the needs of special education students.

- g. If I really try hard, I can get through to even the most difficult or unmotivated students.
- h. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.
- i. If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.
- j. I am able to adapt instruction so that I meet the needs of students at varying academic levels equally well.

30. Is there anything else you would like to tell us about the new teacher support you have received during the 2010-11 school year?

This is the final page. Pressing the "Next" button below will submit your survey.

Thank you very much for completing this survey. Your responses are helpful to ISBE and to your local school district or ROE.

**APPENDIX B**  
**Mentor Survey**

## Welcome to the Illinois Mentor Survey

This research is being conducted by the Illinois New Teacher Collaborative (INTC) and is supported by the Illinois State Board of Education (ISBE). The information you provide will help ISBE determine how to improve the support it provides for novice teachers and their mentors.

### BACKGROUND

1. How many years have you:  
(Mark one box per row.)

(Include the current year so that if you are in your first year mark "1," second year mark "2," etc.; do not include student teaching.)

Number of Years

a. Been a teacher (total years)?

Include all years as a teacher of record, intern, or fellow at your current school as well as any other schools, public or private.

b. Formally mentored beginning teachers (total years)?

c. Mentored beginning teachers for this specific new teacher induction program?

2. To what extent do you agree or disagree with the following statements about your decision to serve as a mentor? (Mark one box per row.)

Strongly disagree; Disagree; Agree; Strongly agree; Not applicable

a. I was eager to serve as a mentor.

b. A school or district leader pressured me to be a mentor.

c. I thought that serving as a mentor would help me improve my own teaching.

d. I valued the additional compensation offered to mentors.

e. I saw mentoring as a professional growth opportunity for myself.

Which best describes your position?

a. I am a full-time or full-release mentor.

b. I am a retired teacher or administrator.

c. I am a full-time teacher with additional mentoring responsibilities.

d. I am a full-time administrator or other staff member with additional mentoring responsibilities.

e. I work part-time as a mentor and part-time as a teacher, administrator, or other role.

### MENTOR SELECTION AND TRAINING

3. To become a mentor for this new teacher induction program, were you required to:

(Mark one box per row.)

- a. Formally apply? Yes No
- b. Successfully complete a minimum number of years teaching?  
If YES, please specify number of years: Yes No
- c. Be interviewed? Yes No
- d. Have your classroom observed? Yes No
- e. Submit a recommendation (from your principal or peers) or provide references? Yes No
- f. Successfully complete a mentor training program PRIOR to being selected? Yes No
- g. Other? Please specify: Yes No

4. Did you attend an initial training session to be a mentor for this program? (Mark one box.)

Yes, this training occurred before I met my mentee(s).

Yes, I met my mentee(s) around the same time as the training.

Yes, this training occurred after I met my mentee(s).

No, I received no initial training. •

(Skip to question 7.)

5. How long did this initial training session last? (Mark one box.)

Part day (4 hours or less)

One full day (5 to 8 hours)

Multiday, less than a week (more than 8 hours but less than 40 hours)

One week (40 hours)

More than 1 week (more than 40 hours)

6. How valuable did you find this initial training session? (Mark one box.)

Not valuable

Minimally valuable

Moderately valuable

Extremely valuable

7. Separate from any initial training, did you receive ongoing support for your role as a mentor during the 2010-11 school year (e.g., workshops, meetings, or consultations)? (Mark one box.)

Never •

(Skip to question 9.)

Once

A few times

About monthly

About every other week

At least weekly

8. How valuable did you find this ongoing support? (Mark one box.)

Not valuable

Minimally valuable

Moderately valuable

Extremely valuable

9. Think about the training and support you have received to be a mentor through the new

teacher induction program. To what extent have they addressed the following areas?  
(Mark one box per row.)

(If you indicated that you received no initial training and no ongoing support to be a mentor,  
please go to question 10.)

Not addressed; Addressed, not helpful; Addressed, moderately helpful; Addressed, very helpful

- a. Establishing rapport with beginning teachers
- b. Developmental stages for new teachers
- c. Working with adult learners
- d. Recording notes from classroom observations
- e. Strategies for identifying teacher needs
- f. Coaching strategies for beginning teachers
- g. State academic standards for students
- h. State teacher standards
- i. Program expectations for mentors (e.g.,  
paperwork, hours)
- j. The use of data (e.g., analyzing student work  
or student test scores) to plan instruction
- k. Instructional techniques to meet the needs of  
English language learners
- l. Adapting instruction for students with  
individualized education programs
- m. Instructional techniques to meet the needs of  
students from diverse cultural backgrounds

#### MENTOR RELATIONSHIP

10. Do you receive release time (other than your planning or lunch period) for your mentoring  
activities? (Mark one box.)

Full-time release (no teaching responsibilities)

Part-time release (reduced teaching load)

Full teaching load with a substitute provided periodically to support mentoring activities

No release time

N/A, I am a retired educator.

11. How many teachers did you mentor during the 2010-11 school year? \_\_\_ (if 0, skip to question 23)

Target teacher: If you mentored one teacher during the 2010-11 school year, that person is your  
"target teacher."

If you mentored more than one teacher this year, we would like you to identify one target teacher for  
whom you will answer questions 12-20 in the next section. Think of all the teachers you have mentored  
this school year and choose the one whose last name comes first in the alphabet.

12. When were you first assigned your target teacher? (Mark one box.)

Before the start of the school year

Within the first week of school



After the first week of school

This is my second year or more working with my target teacher.

13. When did you first meet with your target teacher in your capacity as a mentor?  
(Mark one box.)

Before the school year started

Less than 1 month after the first day of school

One month or more after the first day of school

I have not yet met my target teacher. •

(Skip to question 23.)

14. How would you describe your target teacher's MAIN teaching assignment for the 2010-11 school year in terms of grade level? If your target teacher works with students in multiple grade levels, please choose the grouping with which he/she spends the majority of time.  
(Mark one box.)

Early childhood (i.e., P-K)

Elementary school (i.e., K-5, K-6, K-8)

Middle school (i.e., 6-8, 7-8, 7-9)

High school (i.e., 9-12)

15. Is your target teacher's MAIN teaching assignment for the 2010-11 school year working with either of the student populations below? (Mark one box per row.)

a. He/she is a dedicated special education teacher (in either a self-contained classroom or an inclusion model). Yes No

b. He/she is a dedicated ELL (English language learner) or bilingual teacher. Yes No

Does your area of expertise match the following aspects of your target teacher's teaching position? (Mark one box per row.)

Don't know; Yes; No

a. Subject matter

b. Grade level

c. Student population (e.g., experience with ELL students)

d. Same school

16. How often have you interacted with your target teacher this school year on a formal basis? "On a formal basis" means interacting during dedicated or scheduled time; this does not include, for example, short conversations while passing in the hall.  
(Mark one box.)

Never

Once

A few times

Once per month

A few times per month  
Once per week  
Several times per week  
Daily

17. Have you observed every period or subject taught by your target teacher?  
(Mark the box that best reflects your situation.)

Yes

No, the only time I can observe his/her class is during my prep period or lunch.

No, my mentee has asked for help only with certain periods or subjects.

No, I realized my mentee needed the most help in one period or subject.

No, I get release time to observe my mentee only during a specific time of day.

No, my program specifies the total number of observations I can do (e.g., three over the course of 1 year).

Other (please specify):

18. Please indicate how often you engaged with your target teacher in each of the following activities during the 2010-11 school year. (Mark one box per row.)

Never; Once; A few times; About monthly; At least weekly

- a. Observed his/her teaching and provided feedback
- b. Helped him/her develop a professional growth plan
- c. Demonstrated lessons in his/her classroom
- d. Gave materials to him/her
- e. Helped him/her plan lessons
- f. Analyzed samples of his/her students' work
- g. Invited him/her into my classroom to observe
- h. Talked about the strengths or needs of specific students in his/her class
- i. Discussed instructional issues and problems
- j. Discussed student assessment data to make decisions about instruction

19. Beginning teachers need support in different areas depending on their individual strengths and weaknesses and the varying needs of their students. Thinking about all your interactions with your target teacher during the 2010-11 school year, to what extent have you addressed the following topics? (Mark one box per row.)

Not at all addressed; Minimally addressed; Moderately addressed; Extensively addressed

- a. The subject matter he/she teaches
- b. Instructional techniques appropriate for the grade level or subject matter he/she teaches
- c. Classroom management techniques appropriate for the students he/she currently teaches
- d. The use of textbooks or other curricular materials for his/her current position
- e. Strategies for interacting with parents of the students he/she currently teaches
- f. The use of data (e.g., analysis of student work or student test scores) to plan instruction
- g. Adapting instruction to meet the needs of students at varying academic levels
- h. Adapting instruction for students with individualized education programs
- i. Instructional techniques to meet the needs of students from diverse cultural backgrounds
- j. Instructional techniques to meet the needs of English language learners
- k. Planning lessons and designing instruction

- l. Creating a positive learning environment
- m. The use of informal and formal assessment strategies
- n. Evaluating and reflecting upon his/her own teaching practices

20. Indicate the extent to which your target teacher has improved since the beginning of the year as a result of your mentoring. (Mark one box per row.)

My target teacher ...

Not at all; Minimal extent; Moderate extent; Great extent

- a. Deepened his/her grasp of the subject matter he/she teaches.
- b. Increased his/her knowledge of instructional techniques appropriate for the grade level or subject matter he/she teaches.
- c. Improved his/her classroom management.
- d. Increased his/her effectiveness in using textbooks or other curricular materials.
- e. Improved his/her interactions with parents.
- f. Improved his/her ability to use data (e.g., analysis of student work or student test scores) to plan instruction.
- g. Improved his/her ability to adapt instruction to meet the needs of students at varying academic levels.
- h. Increased his/her ability to adapt instruction for students with individualized education programs.
- i. Improved his/her ability to meet the instructional needs of students from diverse cultural backgrounds.
- j. Improved his/her ability to meet instructional needs of English language learners.
- k. Improved his/her ability to plan lessons and design instruction.
- l. Increased his/her ability to create a positive learning environment.
- m. Increased his/her effectiveness in using informal and formal assessment strategies.
- n. Improved his/her ability to evaluate and reflect upon his/her own teaching practices.

21. Indicate the extent to which you agree or disagree with the following statements. (Mark one box per row.)

Strongly disagree; Disagree; Agree; Strongly agree

- a. Serving as a mentor prompted me to reflect on my own teaching practices.
- b. I was able to spend enough time with my beginning teacher to be an effective mentor.
- c. My own teaching improved as a result of mentoring a beginning teacher.
- d. I found mentoring to be professionally rewarding.
- e. I feel a renewed commitment to teaching as a result of serving as a mentor.

22. As part of the requirements of the new teacher induction program, how often did you or your beginning teacher submit the following to the program's administration during the 2010-11 school year? (Mark one box per row.)

Never; Once; A few times; About monthly; At least weekly

- a. Formative evaluation of target teacher
- b. Summary of goals for mentoring
- c. Log of the hours you spent with your beginning teacher(s)

- d. Summaries of your meeting with your beginning teacher(s)
- e. Summative evaluation of target teacher
- f. Other (please specify):

By the end of the 2010-11 school year, how many hours do you think you will have interacted with your target teacher on a formal basis?

- 15 or less
- 16-30
- 31-45
- 46-60
- More than 60

23. To what extent do you agree or disagree with each of the following statements?

(Mark one box per row.)

Strongly disagree; Disagree; Agree; Strongly agree

- a. I can easily articulate the beliefs that underlie my teaching practices when I talk with beginning teachers.
- b. I am able to use my knowledge of the developmental stages of new teachers to support beginning teachers.
- c. I know how to analyze a beginning teacher's lesson plan to identify areas in which he/she needs growth.
- d. I am well prepared to mentor beginning teachers.
- e. I have the necessary skills to be an effective mentor.
- f. When I observe a beginning teacher's lesson, I am able to assess his/her strengths and weaknesses.
- g. I am able to promote beginning teachers' own problem solving through the use of targeted questioning.
- h. When a beginning teacher has a concern about classroom management, I can offer specific strategies and advice.
- i. When my beginning teacher has concerns about students, I am able to facilitate his/her problem solving.

24. Please describe any barriers or obstacles you faced to becoming a successful mentor.

25. Is there anything else you would like to tell us about your experience as a mentor during the 2010-11 school year?

Thank you very much for completing this survey.

**APPENDIX C**  
**Regression Tables**

## Composite Variables and Individual Scale Items

Scale Items	Composite
“Supporteffects_a” through “supporteffects_n”	Focus on Instruction
“Selfassessment_a” through “selfassessment_j”	Teacher Self-Efficacy
“Assignmentssupport_a” through “Assignment support_n”	Need for Support
“Programssupports_meetings_frequency”, “programssupports_workshops_frequency”, “programssupports_observationreleasetime_frequency”, “programssupports_professionalinteraction_frequency”	Other Induction Supports
“assignmentprincipal_b” through “assignmentprincipal_h”	Principal Instructional Leadership
“assignmentattributes_adminstrationtrusted”, “assignmentprincipal_a”, “assignmentprincipal_i”, “assignmentprincipal_j”	Supportive Administrative
“assignmentattributes_teachertrusted”, assignmentattributes_newideas”, “Assignmentattributes_teachershelp”, “assignmentattributes_newteacherswelcome”	Supportive Teaching Environment
“assignmentactivities_a” through “assignmentactivities_e”	Teacher Collaboration around Instruction
“assignmentattributes_resourcespresent”, “assignmentattributes_materialsavailable”,	Availability of Materials

---

“assignmentattributes\_suppliesavailable”

“assignmentprincipal\_comp”

“supportiveadmin\_comp”

School Context  
Construct

“supportiveteachenviron\_comp”

“assignmentactivities\_comp”

“availabilityofmaterials\_comp”

“mentoractivities\_observedme\_frequency”

“mentoractivities\_developedplan\_frequency”

Intensity of Mentoring

“mentoractivities\_demonstratedlessons\_frequency”

“mentoractivities\_gavematerials\_frequency”

“mentoractivities\_invitedobservation\_frequency”

“mentoractivities\_plannedlessons\_frequency”

“mentoractivities\_analyzedstudentwork\_frequency”

“mentoractivities\_discussedspecificstudents\_frequency”

“mentoractivities\_discussedinstruction\_frequency”

“mentoractivities\_discussedstudents\_frequency”

“mentoractivities\_attendedworkshops\_frequency”

---

Composite Variable Descriptive Statistics and Coefficient Alpha Reliabilities

	N	Minimum	Maximum	Mean	SD	# Items	$\alpha$
Principal Instructional Leadership Composite	1211	0.00	4.00	3.14	0.71	7	0.95
Supportive Administrative Composite	1211	0.00	4.00	3.03	0.72	4	0.87
Supportive Teaching Environment Composite	1211	0.00	4.00	3.11	0.57	4	0.84
Teacher Collaboration Composite	1211	0.00	4.00	2.36	0.89	5	0.81
Availability of Materials Composite	1211	0.00	4.00	2.81	0.65	3	0.74
School Context Composite	1211	0.00	4.00	2.89	0.52	5	0.78
Intensity of Mentoring Composite	1211	0.00	5.00	2.49	0.94	11	0.91
Focus on Instruction Composite	1211	0.00	3.00	1.57	0.76	13	0.96
Need for Support Composite	1211	0.00	3.00	1.44	0.39	14	0.89
Teacher Efficacy Composite	1211	0.00	4.00	3.25	0.48	10	0.90
Other Induction Supports Composite	1211	0.00	5.00	2.74	0.75	4	0.55



Prediction of Teacher Self-Efficacy from School Context and Mentoring Support, Controlling  
for Teacher Characteristics

	Unstandardized Coefficients		Standardized Coefficients		
	<i>b</i>	<i>SE</i>	$\beta$	<i>t</i>	<i>p</i>
Gender	.037	.029	.036	1.253	.211
Latino Ethnicity	.087	.055	.053	1.577	.115
African American	.067	.053	.035	1.256	.210
Other Minority Race	.066	.064	.031	1.023	.307
Secondary School Teacher	-.067	.025	-.080	-2.722	.007
ELL Teacher	.095	.064	.048	1.488	.137
SPED Teacher	.126	.030	.117	4.171	.000
Alternative Certification	.021	.073	.008	.287	.774
Masters Degree or Higher	.000	.029	.000	-.016	.987
Teaching Experience	.049	.030	.059	1.644	.100
Non-Teaching Work Experience	.044	.025	.051	1.784	.075
2nd Year Teacher	.001	.032	.001	.024	.981
School Context Composite	.167	.025	.206	6.741	.000

<b>Intensity of Mentoring Composite</b>	.038	.015	.083	2.473	.014
Focus on Instruction Composite	.107	.020	.192	5.444	.000
Need for Support Composite	-.274	.031	-.248	-8.778	.000

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$\Delta R^2$  for demographic variables = .058,  $\Delta R^2$  for composite variables = .239