



Thank you in advance for your time and willingness to share your views on Teaching, Leading and Learning (TeLL) in your school. Research has demonstrated that teaching conditions are critical to improved student achievement and teacher retention. Maine policymakers and education stakeholders have expressed great interest in using your collective responses on this survey to help improve teaching and learning conditions in schools and districts across the state. So TeLL it like it is.

Please know that your anonymity is guaranteed. No one in your school, the district or state will be able to view individual surveys, and reports on the results will not include data that could identify individuals. You are being asked demographic information **ONLY** to learn whether teachers from different backgrounds and different characteristics look at teaching conditions differently. You have been assigned an anonymous access code to ensure that we can identify the school in which you work and to ensure the survey is taken only once by each respondent. The code can only be used to identify a school, and **NOT** an individual. The effectiveness of the survey is dependent upon your honest completion. Additionally, the survey cannot be saved, and once you submit your survey you will not be able to use your code again to access your responses. Do not begin the survey unless you have about 20 minutes of uninterrupted time.

Introduction

Please indicate your position:

- Teacher (including intervention specialist, vocational, literacy specialist, teaching principal, etc.)
- Principal
- Assistant Principal
- Other Education Professional (school counselor, school psychologist, social worker, etc.)

How many total years have you been employed as an educator?

- 1 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

How many total years have you been employed in the school in which you are currently working?

- 1 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

Have you served as a mentor to new teachers in Maine schools in the past five years?

- Yes
- No

Time

Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

| | Strongly disagree | Somewh at disagree | Neither disagree nor agree | Somewh at agree | Strongly agree |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Teachers* have reasonable class sizes, affording them time to meet the educational needs of all students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Teachers have time available to collaborate with their colleagues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. The non-instructional time** provided for teachers in my school is sufficient. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Efforts are made to minimize the amount of routine administrative paperwork*** that teachers are required to do. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Teachers means a majority of teachers in your school.*

***Non-instructional time includes collaboration with colleagues, individual planning, meetings/conferences with students and parents, etc.*

****Paperwork means both electronic and paper forms and documentation that must be completed to comply with school, district, state and federal policies.*

In an average week of teaching, how much non-instructional time do you have available (not including time spent outside of the normal school day)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

In an average week of teaching, how much non-instructional time do you spend on **supervisory duties?**

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

**Supervisory duties include hall monitoring, recess, bus and cafeteria coverage, etc.*

In an average week of teaching, how many hours do you spend on school-related activities outside the regular school work day (before or after school, and/or on the weekend)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

Of these hours, how many are typically spent on school activities involving student interaction (such as coaching, field trips, tutoring, transporting students, club sponsorship, etc.)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

Of these hours, how many are typically spent on other school-related activities such as preparation, grading, parent conferences, attending meetings?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

In an average week of teaching, how much non-instructional time do TEACHERS have available (not including time spent outside of the normal school day)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

In an average week of teaching, how many hours do TEACHERS spend on school-related activities outside the regular school work day (before or after school, and/or on the weekend)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

Please rate how strongly you agree or disagree that the following factors significantly contribute to your overall workload.

| | Strongly disagree | Somewhat disagree | Neither disagree nor agree | Somewhat agree | Strongly agree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Data management (attendance, report cards, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Student assessment requirements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Curriculum aligned with the Maine Learning Results | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Diverse student learning needs in the classroom | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Student behavior | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Class size increases | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Required professional development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Required committee work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Compliance with No Child Left Behind | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Getting students to expected levels of performance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Facilities and Resources

Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

| | Strongly disagree | Somewhat at disagree | Neither disagree nor agree | Somewhat at agree | Strongly agree |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Teachers have sufficient access to appropriate instructional materials* and resources. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Teachers have access to reliable communication technology, including phones, faxes and email. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Teachers have sufficient training and support to fully utilize the available instructional technology. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Teachers have adequate professional space to work productively. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Teachers and staff work in a school environment that is safe. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Instructional materials include items such as textbooks, curriculum materials, content references, etc.*

In which of the following areas (if any) do teachers need additional resources and/or support to effectively teach students in your school? (Check all that apply.)

- a. Special Education (students with disabilities)
- b. Special Education (academically gifted students)
- c. LEP
- d. Closing the achievement gap
- e. Content area
- f. Methods of teaching
- g. Student assessment
- h. Classroom management techniques
- i. Literacy strategies
- j. Numeracy strategies

Empowerment

Please rate how strongly you agree or disagree with the following statements about empowerment in your school.

| | Strongly disagree | Somewh at disagree | Neither disagree nor agree | Somewh at agree | Strongly agree |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Teachers are centrally involved in decision making about educational issues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Teachers are trusted to make sound professional decisions about instruction. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Teachers are recognized as educational experts. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. In this school we take steps to solve problems. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. The faculty has an effective process for making group decisions and solving problems. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Teachers are supported by the community in which they teach. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Parents and community members contribute to student success. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please indicate how large a role teachers have at your school in each of the following areas.

| | No role at all | Small role | Moderate role | Large role | The primary role |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Selecting instructional materials and resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Devising teaching techniques | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Setting grading and student assessment practices | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Determining the content of in-service professional development programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Interviewing and selecting new teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Establishing and implementing policies and student discipline | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Deciding how the school budget will be spent | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. School improvement planning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Leadership

Which position best describes the person who most often provides instructional leadership at your school? (Select one.)

- a. Principal or school head
- b. Assistant or vice principal
- c. Department chair or grade level chair
- d. School-based curriculum specialist
- e. Director of curriculum and instruction or other central office based personnel
- f. Other teachers
- g. None of the above

Please rate how strongly you agree or disagree with the following statements about leadership in your school.

| | Strongly disagree | Somewh at disagree | Neither disagree nor agree | Somewh at agree | Strongly agree |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. There is an atmosphere of trust and mutual respect within the school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Teachers feel comfortable raising issues and concerns that are important to them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. School leadership consistently supports teachers when needed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Staff members are recognized for accomplishments. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. The school leadership communicates clear expectations to students and parents. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. The faculty are committed to helping every student learn. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. The faculty and staff have a shared vision. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Teachers are held to high professional standards for delivering instruction. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Teacher performance evaluations are handled in an appropriate manner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Teachers receive feedback that can help them improve teaching. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. The school improvement team provides effective leadership at this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

The school leadership makes a sustained effort to address teacher concerns about:

| | Strongly disagree | Somewhat disagree | Neither disagree nor agree | Somewhat agree | Strongly agree |
|----------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Leadership issues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Facilities and resources. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. The use of time in my school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Professional development. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Empowering teachers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. New teacher support. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Overall, the school leadership in my school is effective.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Professional Development

Please rate how strongly you agree or disagree with the following statements about professional development in your school.

| | Strongly disagree | Somewh at disagree | Neither disagree nor agree | Somewh at agree | Strongly agree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Sufficient resources are available to allow teachers to take advantage of professional development activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Teachers are provided opportunities to learn from one another. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Enhancing teacher knowledge and skills receives priority as a strategy to improve student achievement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Professional development provides teachers with the knowledge and skills most needed to teach effectively. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Professional development offerings are data-driven. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

In which of the following areas (if any) do you need professional development to effectively teach your students? (Check all that apply.)

- a. Special Education (students with disabilities)
- b. Special Education (academically gifted students)
- c. LEP
- d. Closing the achievement gap
- e. Your content area
- f. Methods of teaching
- g. Student assessment
- h. Classroom management techniques
- i. Literacy strategies
- j. Numeracy strategies

In the past 2 years have you had 10 clock hours or more of professional development in any of the following areas? (Check all that apply.)

- a. Special Education (students with disabilities)
- b. Special Education (academically gifted students)
- c. LEP
- d. Closing the achievement gap
- e. Your content area
- f. Methods of teaching
- g. Student assessment
- h. Classroom management techniques
- i. Literacy strategies
- j. Numeracy strategies

In which of the following areas (if any) do teachers need additional support to effectively teach their students? (Check all that apply.)

- a. Special Education (students with disabilities)
- b. Special Education (academically gifted students)
- c. LEP
- d. Closing the achievement gap
- e. Their content area(s)
- f. Methods of teaching
- g. Student assessment
- h. Classroom management techniques
- i. Literacy strategies
- j. Numeracy strategies

Professional development has provided YOU with strategies that you have incorporated into your instructional delivery methods.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Professional development has proven useful to YOU in your efforts to improve student achievement.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

I have received follow up from professional development opportunities that help me improve my teaching.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Overall

Which BEST DESCRIBES your future intentions for your professional career?

- Continue working at my current school as long as I am able
- Continue working at my current school until a better opportunity comes along
- Continue working in education but leave this school as soon as I can
- Continue working in education but leave this district as soon as I can
- Leave education all together

Please rate how strongly you agree or disagree that the following factors influence your decision making about your professional plans.

| | Strongly disagree | Somewhat disagree | Neither disagree nor agree | Somewhat agree | Strongly agree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Adequate facilities and/or resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Adequate support from school leadership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Collegial atmosphere amongst the staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Teaching assignment (subject, students) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Time during the work day | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Quality of professional development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Empowerment to make decisions that affect my school and/or classroom | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Effectiveness with the students I teach | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Salary | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Cost of living of the community in which my school is located | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Student behavior | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Degree of testing and accountability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. The community environment where I live | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. Retirement options | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o. My district's consolidation plan | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| p. Personal reasons (health, family, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

The following factors contribute to my stress as a teacher:

| | Strongly disagree | Somewhat disagree | Neither disagree nor agree | Somewhat agree | Strongly agree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Data management (attendance, report cards, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Student assessment requirements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Curriculum alignment with the Maine Learning Results | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Diverse student learning needs in the classroom | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Student behavior | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Mentoring programs (teachers with colleagues) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Class size increases | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Required committee work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Compliance with No Child Left Behind | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Getting students to expected levels of performance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Which aspect of your work environment MOST affects your willingness to keep teaching at your school? (Select one.)

- Time during the work day
- School facilities and resources
- School leadership
- Teacher empowerment
- Professional development

Which aspect of your work environment MOST affects TEACHERS' willingness to keep teaching at your school? (Select one.)

- Time during the work day
- School facilities and resources
- School leadership
- Teacher empowerment
- Professional Development

Which aspect of working conditions is MOST important to you in promoting student learning? (Select one.)

- Time during the work day
- School facilities and resources
- School leadership
- Teacher empowerment
- Professional Development

Overall, my school is a good place to work and learn.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Demographics

Please indicate your race/ethnicity. (Select one.)

- American Indian or Alaska Native
- Asian or Pacific Islander
- Black or African American
- Hispanic
- White
- Mixed or multiple ethnicity
- Some other race or ethnicity

Please indicate your gender. (Select one.)

- Female
- Male

How did you become a teacher? (Select one.)

- Bachelor's degree
- Master's degree
- Alternative route

New Teacher Support

Have you received additional support as a new teacher in the past three years?

- Yes
- No

As a new teacher I received the following kinds of support. (Check all that apply.)

- A reduced teaching load
- Common planning time with experienced colleagues
- Release time to observe other teachers
- Seminars and professional development specifically for new teachers
- A mentor
- Social support and general encouragement

The additional support I received as a new teacher helped improve my effectiveness in:

| | Strongly disagree | Somewhat disagree | Neither disagree nor agree | Somewhat agree | Strongly agree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Developing instructional strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Enhancing content knowledge and curriculum in the subject(s) I teach | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Developing and implementing classroom management/discipline strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Understanding and following school and/or district policies and procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Completing products or documentation required of new teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Completing other school or district paperwork | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Of the success you have had as a beginning teacher, what proportion would you attribute to the additional support you received as a new teacher?

- None
- Hardly any
- Some
- Quite a bit
- A great deal

Overall, this additional support has been important in my decision to remain in teaching.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Mentoring

If you have served as mentor in the past 5 years, please answer the following questions for YOUR MOST RECENT mentoring experience.

How many teachers did/do you mentor?

- 1
- 2
- 3
- 4 - 6
- 7 - 10
- 10+

On average, how often did/do you meet with your mentee(s)?

- Never
- Less than once a month
- Once a month
- Several times a month
- Once a week
- Almost daily

Please indicate which best describes you and your mentee(s).

| | None of them | Some of them | All of them |
|--|-----------------------|-----------------------|-----------------------|
| a. My mentee(s) and I were in the same building. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. My mentee(s) and I taught in the same content area. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. My mentee(s) and I taught the same grade level. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

On average, how often did you engage in each of the following activities with your mentee(s)?

| | Never | Less than once a month | Once a month | Several times a month | Once a week | Almost daily |
|--|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Planning during the school day with my mentee(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Observing my mentee(s)' teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Being observed by my mentee(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Planning instruction with my mentee(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Having discussions with my mentee(s) about their teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please indicate which of the following kinds of support, if any, you received as a formally assigned mentor. (Check all that apply.)

- Release time to observe your mentee(s)
- Release time to observe other mentors
- Reduced teaching schedule
- Reduced number of preparations
- Common planning time with teachers you are mentoring
- Specific training to serve as a mentor (e.g., seminars or classes)
- Regular communication with principals, other administrator or department chair
- Other

**Thank you for time.
Please submit your responses.**