



MENTORING AND INDUCTION PROGRAM

SAMPLE SURVEY QUESTIONS

Question and type	Mentor	Mentee	Program Leadership
1. Multiple Choice	For which program or school are you a mentor?	For which program or school are you a mentee?	For which program or school do you oversee the mentoring and induction program?
2. Multiple Choice	What grade(s) do you currently teach?	What grade(s) do you currently teach?	What is your current hired position?
3. Multiple Choice	What content area(s) do you currently teach?	What content area(s) do you currently teach?	How many years have you been in this role?
4. Multiple Choice	Including this year, how many years have you taught as a classroom teacher of record?	Including this year, how many years have you taught as a classroom teacher of record?	Have you ever served as a classroom teacher or record? If so, for how many years?
5. Multiple Choice	Approximately what percentage of the students you teach receive special education services?	Approximately what percentage of the students you teach receive special education services?	Approximately what percentage of the students your program (school or district) serves receive special education services?
6. Multiple Choice	Approximately what percentage of the students you teach are identified as English Language Learners?	Approximately what percentage of the students you teach are identified as English Language Learners?	Approximately what percentage of the students you teach are identified as English Language Learners?
7. Text Box	Not counting your experience as a mentor in this program this year, what is the total number of semesters you have served as a formal mentor to novice teachers? (A formal mentor is compensated with money or release time from teaching duties.)	Not counting your experience as a mentee in this program this year, what is the total number of semesters you have worked with a formal mentor for teachers? (A formal mentor is compensated with money or release time from teaching duties.)	Not counting your experience in this program this year, what is the total number of semesters your school or district has maintained a formal mentor program for novice teachers? (A formal mentor is compensated with money or release time from teaching duties.)





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8. Text Box	Not counting your experience as a mentor in this program, what is the total number of semesters you have served as an informal mentor to novice teachers? (An informal mentor listens, advises, and acts as a sounding board or provides help in an unstructured, casual manner on a regular basis. An informal mentor is usually not assigned, paid, or given release time from teaching duties.)	Not counting your experience as a mentee in this program, what is the total number of semesters you have worked with an informal mentor for teachers? An informal mentor listens, advises, and acts as a sounding board or provides help in an unstructured, casual manner on a regular basis. An informal mentor is usually not assigned, paid, or given release time from teaching duties.)	Not counting your experience in this program this year, what is the total number of semesters your school or district has maintained an informal mentor program to novice teachers? (An informal mentor listens, advises, and acts as a sounding board or provides help in an unstructured, casual manner on a regular basis. An informal mentor is usually not assigned, paid, or given release time from teaching duties.)
9. Multiple Choice	How often do you meet with other mentors in your school to discuss the teachers you are mentoring?	How often do you meet with other teachers (formally) in your school to discuss students or instruction?	How often do mentors and mentees meet formally with their peer groups to discuss students or instruction?
10. Multiple Choice	How often do you meet with your administration to discuss the teachers you are mentoring?	How often do you meet with your administration (formally) to discuss students or instruction?	How often do mentors and mentees meet formally with administration to discuss students or instruction?
11. Likert scale	Reflecting to when you first became a mentor, how prepared were you for this role?	Reflecting to when you first became a teacher, how prepared were you for this role?	Reflecting to the start of your program, how prepared were you to execute this program?
12. Likert scale	At this moment in the year, how prepared do you feel for this role?	At this moment in the year, how prepared do you feel for this role?	At this moment in the year, how prepared do you feel to carry out an effective mentoring and induction program next year?
13. Likert scale	<p>How effective has this mentoring program been at preparing you to engage in the following activities?</p> <ul style="list-style-type: none"> • Facilitate coaching conversations. • Create a growth plan with your mentee. • Help your mentee identify their personal social and emotional needs. • Help your mentee identify their professional strengths and areas of growth. • Coach mentees in alignment with the PGS. 	<p>How effective has this mentoring program been at preparing you to engage in the following activities?</p> <ul style="list-style-type: none"> • Engage in coaching conversations. • Create a growth plan with your mentee. • Identify personal social and emotional needs. • Identify professional strengths and areas of growth. • Understand the Performance Growth System. 	<p>How effective has this mentoring program been at preparing mentors and novice teachers to engage in the following activities?</p> <ul style="list-style-type: none"> • Coaching conversations. • Co-creating a growth plan. • Identifying personal social and emotional needs. • Identifying professional strengths and areas of growth. • Understanding the Performance Growth System.





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<p>14. Matrix Question</p>	<p>Indicate your agreement with the following statements about your experience as a mentor this year.</p> <ul style="list-style-type: none"> • The vision and expectations for effective mentoring/coaching in the mentoring program are clearly defined. • My school's expectations for instructional practice align with the mentoring program's vision and expectations for effective teaching. • I have a manageable workload as a mentor. • My mentee has a manageable workload. • My school leaders support me in my role as a mentor. • My school/school district supports me in my role as a mentor by providing sufficient time to serve as mentor. • Being a mentor in this program make me a more effective teacher. • My experiences as a mentor have improved my abilities as a teacher leader. 	<p>Indicate your agreement with the following statements about your experience as a mentee this year.</p> <ul style="list-style-type: none"> • The vision and expectations for effective mentoring/coaching in the mentoring program are clearly defined. • My school's expectations for instructional practice align with the mentoring program's vision and expectations for effective teaching. • I have a manageable workload as a mentee. • My mentor has a manageable workload. • My school leaders support me in my role as a mentee. • My school/school district supports me in my role as a mentee by providing sufficient time to meet with my mentor. • Being a mentee in this program has made me a more effective teacher. • My experiences as a mentee have improved my abilities as a teacher leader. 	<p>Indicate your agreement with the following statements about the program this year.</p> <ul style="list-style-type: none"> • The vision and expectations for effective mentoring/coaching in the mentoring program are clearly defined. • The district's/school's expectations for instructional practice align with the mentoring program's vision and expectations for effective teaching. • The mentees have a manageable workload. • The mentors have a manageable workload. • Leaders support the roles of mentees and mentors. • The school/school district provides sufficient time for mentees and mentors to meet. • Mentees have been made more effective teachers after having been part of this program. • Mentors have been made more effective teachers after having been part of this program. • Performance Growth System.
<p>15. Net Promoter Score rating scale question</p>	<p>I would recommend mentoring in this program to another teacher.</p>	<p>I would recommend being a mentee in this program to another teacher.</p>	<p>I would recommend a mentoring and induction program to other schools/districts.</p>
<p>16. Matrix Question</p>	<p>After having gone through the program, how prepared is your mentee to perform the following tasks in the domain of Lesson Design?</p> <ul style="list-style-type: none"> • Lessons are aligned to standards and represent a coherent sequence of learning • Lessons have high levels of learning for all students 	<p>After having gone through the program, how prepared are you to perform the following tasks in the domain of Lesson Design?</p> <ul style="list-style-type: none"> • Lessons are aligned to standards and represent a coherent sequence of learning • Lessons have high levels of learning for all students 	<p>After having gone through the program, how prepared are your mentees to perform the following tasks in the domain of Lesson Design?</p> <ul style="list-style-type: none"> • Lessons are aligned to standards and represent a coherent sequence of learning • Lessons have high levels of learning for all students





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<p>17. Matrix Question</p>	<p>After having gone through the program, how prepared is your mentee to perform the following tasks in the domain of Student Understanding</p> <ul style="list-style-type: none">• Teacher assists students in taking responsibility for learning and monitors student learning.• Teacher provides multiple ways for students to make meaning of content.	<p>After having gone through the program, how prepared are you to perform the following tasks in the domain of Student Understanding</p> <ul style="list-style-type: none">• Teacher assists students in taking responsibility for learning and monitors student learning.• Teacher provides multiple ways for students to make meaning of content.	<p>After having gone through the program, how prepared are your mentees to perform the following tasks in the domain of Student Understanding</p> <ul style="list-style-type: none">• Teacher assists students in taking responsibility for learning and monitors student learning.• Teacher provides multiple ways for students to make meaning of content.
<p>18. Matrix Question</p>	<p>After having gone through the program, how prepared is your mentee to perform the following tasks in the domain of Culture and Learning Environment?</p> <ul style="list-style-type: none">• The teacher manages a learning focused classroom community.• The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.• The teacher creates and maintains a classroom of respect for all students.	<p>After having gone through the program, how prepared is your mentee to perform the following tasks in the domain of Culture and Learning Environment?</p> <ul style="list-style-type: none">• The teacher manages a learning focused classroom community.• The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.• The teacher creates and maintains a classroom of respect for all students.	<p>After having gone through the program, how prepared is your mentee to perform the following tasks in the domain of Culture and Learning Environment?</p> <ul style="list-style-type: none">• The teacher manages a learning focused classroom community.• The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.• The teacher creates and maintains a classroom of respect for all students.
<p>19. Matrix Question</p>	<p>After having gone through the program, how prepared is your mentee to perform the following tasks in the domain of Professional Responsibilities?</p> <ul style="list-style-type: none">• Engages in professional learning• Establishes and maintains effective communication with families/guardians	<p>After having gone through the program, how prepared are you to perform the following tasks in the domain of Professional Responsibilities?</p> <ul style="list-style-type: none">• Engages in professional learning• Establishes and maintains effective communication with families/guardians	<p>After having gone through the program, how prepared are your mentees to perform the following tasks in the domain of Professional Responsibilities?</p> <ul style="list-style-type: none">• Engages in professional learning• Establishes and maintains effective communication with families/guardians





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20. Check box and text box	Has your mentoring experience impacted your own instructional practice in your classroom? If so, how?	Has your experience as a mentee in this program impacted your instructional practice in your classroom? If so, how?	Has this program impacted instructional practice of both mentees and mentors? If so, how?
21. Text Box	What can your mentoring program's leadership do to improve the overall experience for mentors ?	What can your mentoring program's leadership do to improve the overall experience for mentees ?	What can be done to improve the overall experience for both mentees and mentors ?
22. Text Box	How can your mentoring program strengthen the training provided to mentees?	How can your mentoring program strengthen the training provided to mentees?	How can this mentoring program strengthen its training provided to mentees?

