



The Maryland Mentor Survey

DEMOGRAPHIC INFORMATION (Questions 1-5):

(1) Role in the District:

- Mentoring is my full-time job
 Mentoring is my part-time job and it is all that I do
 Mentoring is my part-time job and I have other responsibilities within the school/system
 Teaching is my full-time job and I mentor
 Mentoring is my part-time job and I am also the Induction Program Coordinator

(2) Please identify the number of probationary/non-tenured teachers on your caseload:

- 0
 1-5
 6-10
 11-15
 16-20
 21-25
 26+

(3) Please identify the number of tenured teachers on your caseload:

- 0
 1-5
 6-10
 11-15
 16-20
 21-25
 26+

(4) I mentor teachers in:

- One school
 Multiple schools

(5) In items 1-4 are there any items that you would explain further?

Insert comment box

PROFESSIONAL DEVELOPMENT FOR MENTORS INFORMATION (Questions 6-8):

(6) Please check any MSDE/NTC Teacher Induction Summer Academies you have attended:

- Summer 2011 at the Hunt Valley Marriott
 Summer 2012 at the Timonium Crowne Plaza

- Summer 2013 at Turf Valley
- Summer 2014 at the Hunt Valley Marriott
- All Academies: 2011, 2012, 2013 and 2014
- None of the Academies

(7) Professional development offerings are designed for you as a mentor. Please identify those you have attended (please check all that apply):

- Mentor forums/meetings
- Book studies
- Online professional development – New Teacher Center
- Online professional development – School System
- Individual support
- Mentoring course(s)
- Other (please explain in Comment Box #8)
- None

(8) In items 6-7 are there any items that you would explain further?

Insert comment box

MENTOR SUPPORT FOR PROBATIONARY TEACHERS INFORMATION (Questions 9-13):

(9) As a mentor, I have provided the following kinds of supports (please check all that apply):

- Professional development specifically designed for new teachers
- Collaborative planning time
- Demonstration lessons/co-teaching
- Opportunities to observe other teachers
- Follow-up conversations after observations and co-teaching experiences
- Feedback on instructional practice
- Time to meet with mentee during school hours
- Time to meet with mentee beyond the duty day (paid)
- Orientation for new teachers
- Emotional support
- Other (please explain in Comment Box #13)

(10) Over the course of a year, how much of your time is spent engaged in each of the following activities with your mentees?

Drop down scale for each:

Much of my time...Some of my time...Little of my time...None of my time

- Developing lesson plans
- Providing instructional and support materials
- Holding a pre-observation conference
- Observing my mentees' teaching
- Co-teaching
- Modeling best practices
- Holding a post-observation conference and reflection
- Reflecting together on the effectiveness of my mentees' teaching
- Analyzing student work
- Reviewing results of students' assessments
- Addressing student or classroom behavioral issues
- Assisting with management of paper load and record-keeping

- Attending professional development with my mentees
- Providing emotional support
- Addressing professional behavior and attitudes

(11) Identify the following mentoring tools that you used in your mentoring (please check all that apply):

- Induction Program Standards
- A Framework for Teaching
- New Teacher Center Collaborative Assessment Log (CAL)
- Locally developed reflection tool(s)
- New Teacher Center's Formative Assessment System (FAS)
- Locally developed analysis of student work tool(s)
- Selective Scripting Tool
- Classroom data collection tool(s)
- Mentor logs

(12) To what degree do you believe that the support you provided for your mentees has had an impact on their practice in the following areas?

Drop down scale for each:

Not at all...Hardly at all...Some...Quite a bit...A great deal

- Planning instruction
- Using instructional strategies
- Increasing content knowledge
- Improving classroom management strategies
- Using data to identify student needs
- Differentiating instruction based upon individual student needs and characteristics
- Creating a supportive, equitable classroom where differences are valued
- Enlisting the help of family members, parents and/or guardians
- Working collaboratively with other teachers at his/her school
- Connecting with key resource professionals (e.g., coaches, counselors, etc.)
- Complying with policies and procedures
- Completing administrative paperwork

(13) In items 9-12 are there any items that you would explain further?

Insert comment box

(14) Identify the professional learning topics and ongoing support that you need in order to enhance your mentor practice (please check all that apply):

- Questioning techniques to elicit teacher reflection
- Dealing with resistance
- Acquiring skills with instructional technology
- Understanding the Common Core and its implications for instruction in all content areas
- Working to achieve goals through reflection meetings and action steps
- Participating and reflecting on classroom visits
- Reflecting on professional practice
- Engaging the appropriate administrator(s) as partners in support of your work as a mentor
- Assessing teacher need to prioritize caseload
- Supporting teachers in the evaluation process
- Other (*insert comment box*)