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## NJ DEPARTMENT OF EDUCATION -- MENTORING SURVEY

**District Name:**

**District Code:**

**Contact Person:**

**Phone Number:**

Please answer the questions below. Your response is vital to collecting data to support the assessment of the Mentoring for Quality Induction initiative. If you have any questions or need assistance, please contact Victoria Duff, Mentoring Coordinator, NJ Department of Education at (609)292-0189 or by email at Victoria.duff@doe.state.nj.us

**NOTE:** This information is being gathered for the sole purpose of establishing baseline data regarding how districts generally have implemented mentoring efforts prior to the establishment of the Mentoring for Quality Induction initiative and will not be used to evaluate any current or prospective district mentoring program nor will any publication of survey results identify any specific district.

1 a) Approximately how many novice teachers hired by your district in the last three years (2002 - 2005) have come via the traditional teacher preparation route?

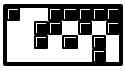
1 b) Approximately how many novice teachers hired by your district in the last three years (2002 - 2005) have come via the alternate route?

2) What selection criteria has your district used to assign mentors over the last three years? **Check all that apply.**

- Mentor teachers selected had at least five years of teaching experience
- Mentor teachers selected had demonstrated effective work with student teachers or novice teachers
- Mentor teachers selected were recent retirees from the district
- Mentor teachers selected had participated in mentor training conducted by the district
- Mentor teachers were selected based on availability

3) What training has your district provided to mentors prior to their work with novice teachers? **Check all that apply.**

- Orientation session for mentors (**approx. # of hours** \_\_\_\_\_ )
- One or more sessions regarding the developmental needs of novice teachers and strategies for supporting novice teacher effectiveness (**approx. # of hours** \_\_\_\_\_ )
- One or more sessions regarding adult learning and interpersonal communication strategies for working with novice teachers (**approx. # of hours** \_\_\_\_\_ )
- One or more sessions regarding teacher observation, feedback and problem-solving (**approx. # of hours** \_\_\_\_\_ )
- One or more sessions regarding school and district policies, priorities and support services personnel (**approx. # of hours** \_\_\_\_\_ )
- Mentors received no training prior to their assignment to work with novice teachers



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- 4) At what point in the school year were mentors and novice teachers assigned to work together? **Check all that apply.**
- Assignments were made prior to the start of the school year.
  - Assignments were made on the first day of school for teachers prior to students' return.
  - Assignments were made within the first two weeks of the school year.
  - Assignments were made within the first quarter of the school year.
  - Assignments were made after the first quarter of the school year.
- 5) On average, how frequent is the contact between mentors and novice teachers? **Check only one.**
- Mentor teachers and novice teachers confer weekly or bi-weekly.
  - Mentor teachers and novice teachers confer monthly.
  - Mentor teachers and novice teachers confer quarterly.
  - There is no established pattern to the contact between mentors and novice teachers.
- 6) What supports does the district provide to facilitate contact between mentors and novice teachers? **Check all that apply.**
- Common planning/preparation time scheduled ( \_\_\_ daily \_\_\_ weekly )
  - Release time for observation and conferencing provided ( \_\_\_ montly \_\_\_ quarterly )
  - A strand during staff in-service days for mentor/novice collaboration and training
  - Meetings for district mentors and novice teachers ( \_\_\_ quarterly \_\_\_ fall/spring )
  - Meetings between mentors and novice teachers are scheduled individually by the parties involved; there is no school/district scheduling of meetings.
- 7) How frequent are coaching visits (minimum one hour) between mentors and novice teachers? **Check only one.**
- Weekly
  - Monthly
  - Quarterly
  - Not counted
- 8) Does your district mandate professional development specifically for mentors and novice teachers?  Yes  No
- 9) What support does your district offer 2nd and 3rd year novice teachers? **Check all that apply.**
- No formal support program available
  - Targeted professional development opportunities to support novice teachers
  - School or district-run support groups for novice teachers
  - Assignment to a mentor teacher for consultation and support as needed
- 10) Based on the estimates reported in 1a and 1b, approximately how many novice teachers hired in the last three years have been retained in your district?

Overall:          Traditional Route:     (if known)      Alternate Route:     (if known)

**This concludes the survey. Thank you for your time and cooperation.**