

APPENDIX IV – 36

Q1 Number of teachers currently on my caseload? Please enter as a numeral: EX. 14

Answered: 18 Skipped: 0

#	Responses	Date
1	16	4/26/2016 12:43 AM
2	14	4/23/2016 7:49 AM
3	16	4/22/2016 2:47 PM
4	17	4/21/2016 7:03 PM
5	13	4/20/2016 9:13 PM
6	15	4/19/2016 1:57 PM
7	14	4/19/2016 12:42 PM
8	14	4/19/2016 10:16 AM
9	16	4/19/2016 10:02 AM
10	15	4/17/2016 10:32 PM
11	18	4/15/2016 12:56 PM
12	16	4/14/2016 6:30 PM
13	15	4/13/2016 9:09 PM
14	13	4/13/2016 7:31 PM
15	13	4/13/2016 7:25 PM
16	16	4/13/2016 5:55 PM
17	12	4/13/2016 5:15 PM
18	13	4/13/2016 5:13 PM

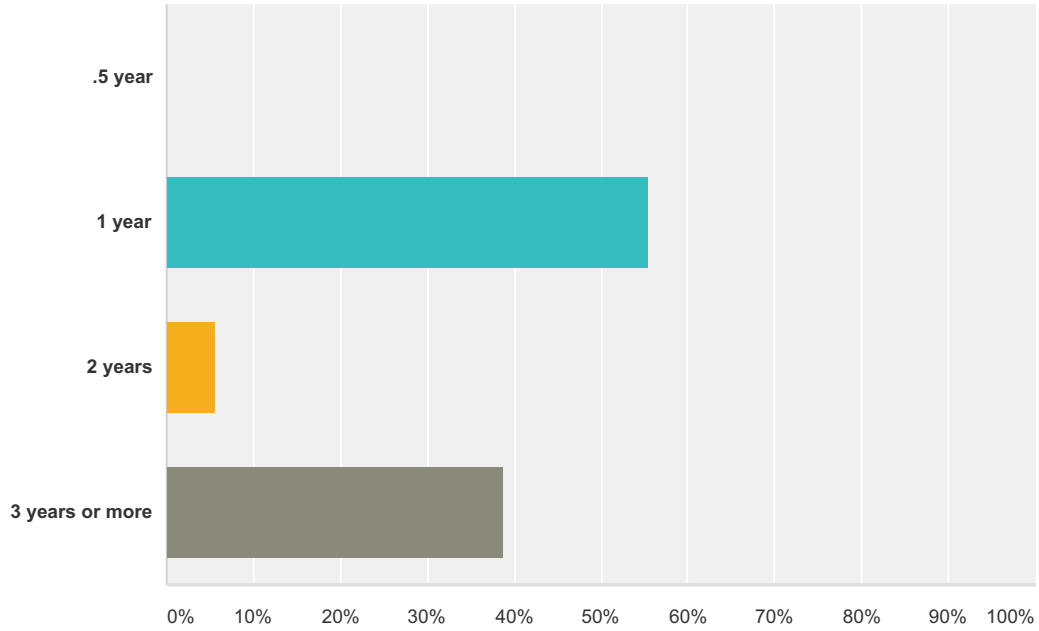
Q2 Number of schools currently on my caseload? Please enter as a numeral.

Answered: 18 Skipped: 0

#	Responses	Date
1	6	4/26/2016 12:43 AM
2	6	4/23/2016 7:49 AM
3	6	4/22/2016 2:47 PM
4	2	4/21/2016 7:03 PM
5	9	4/20/2016 9:13 PM
6	4	4/19/2016 1:57 PM
7	9	4/19/2016 12:42 PM
8	4	4/19/2016 10:16 AM
9	6	4/19/2016 10:02 AM
10	5	4/17/2016 10:32 PM
11	7	4/15/2016 12:56 PM
12	7	4/14/2016 6:30 PM
13	6	4/13/2016 9:09 PM
14	8	4/13/2016 7:31 PM
15	10	4/13/2016 7:25 PM
16	7	4/13/2016 5:55 PM
17	6	4/13/2016 5:15 PM
18	9	4/13/2016 5:13 PM

Q3 How many years have you been a contracted mentor? If you started at the beginning of 2015 school year, please mark 1. If you started after December 18, please mark .5.

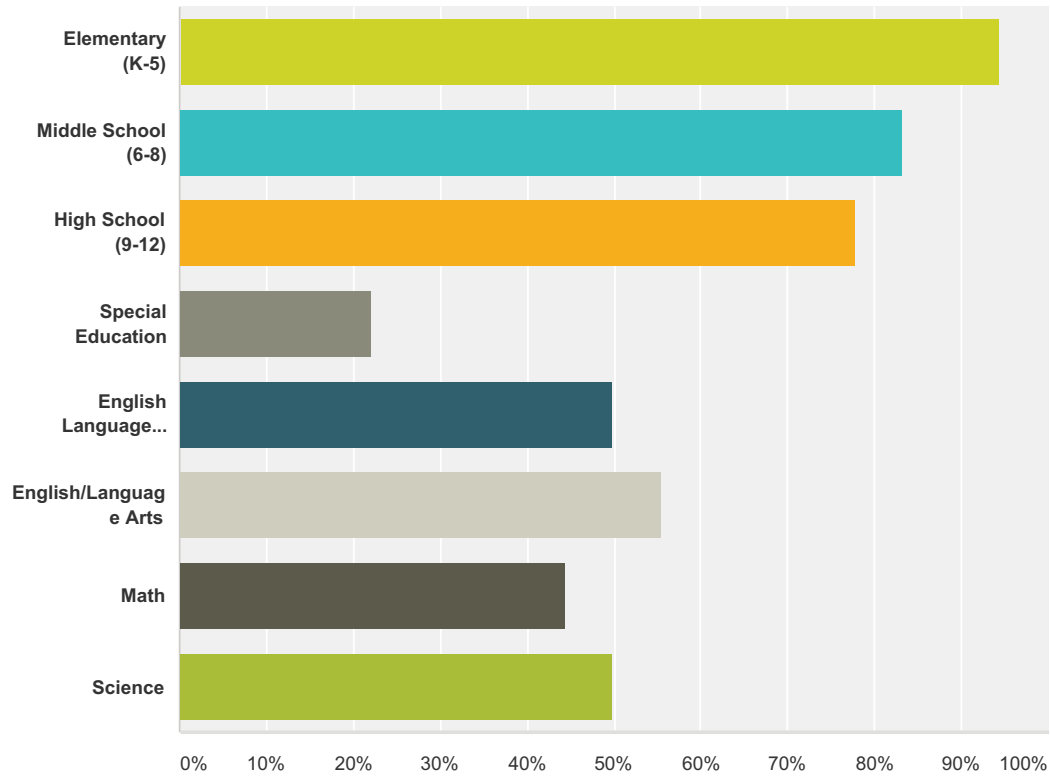
Answered: 18 Skipped: 0



Answer Choices	Responses
.5 year	0.00% 0
1 year	55.56% 10
2 years	5.56% 1
3 years or more	38.89% 7
Total	18

Q4 My caseload includes:

Answered: 18 Skipped: 0



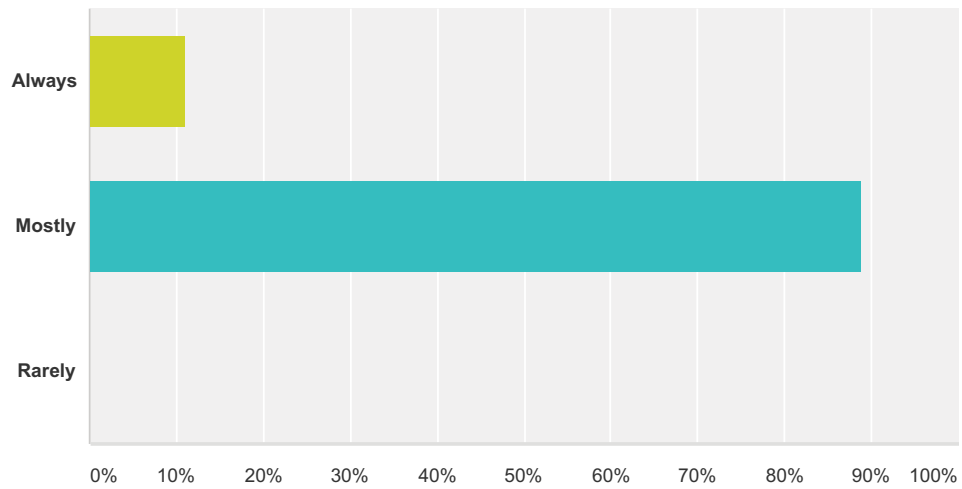
Answer Choices	Responses
Elementary (K-5)	94.44% 17
Middle School (6-8)	83.33% 15
High School (9-12)	77.78% 14
Special Education	22.22% 4
English Language Learners	50.00% 9
English/Language Arts	55.56% 10
Math	44.44% 8
Science	50.00% 9
Total Respondents: 18	

#	Other (please specify)	Date
1	CTE	4/21/2016 7:03 PM
2	Social Studies AP classes	4/19/2016 12:42 PM
3	Social Studies (HS)	4/19/2016 10:16 AM
4	Folklorico Band Mariachi	4/17/2016 10:32 PM
5	Social studies Art OMA	4/14/2016 6:30 PM

6	Welding-CTE	4/13/2016 5:15 PM
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Q5 In general, I met the 90 minute per teacher minimum requirement.

Answered: 18 Skipped: 0

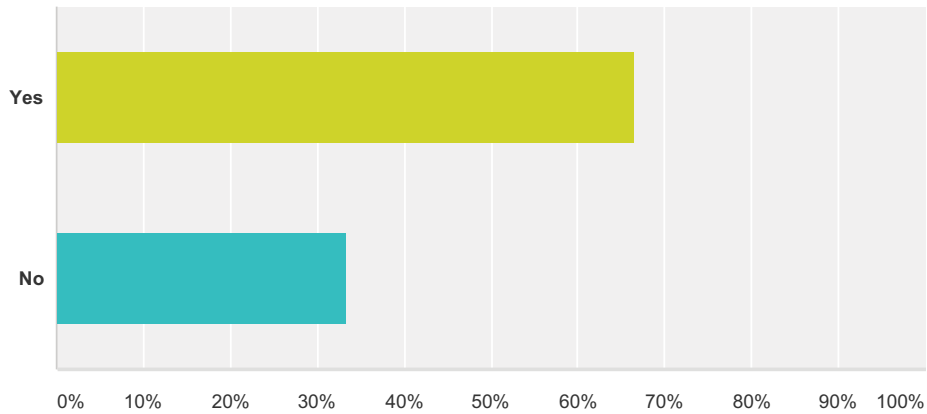


Answer Choices	Responses
Always	11.11% 2
Mostly	88.89% 16
Rarely	0.00% 0
Total	18

#	If RARELY, please explain.	Date
	There are no responses.	

Q6 Were you able to meet with your administrators, at least, twice this year?

Answered: 18 Skipped: 0

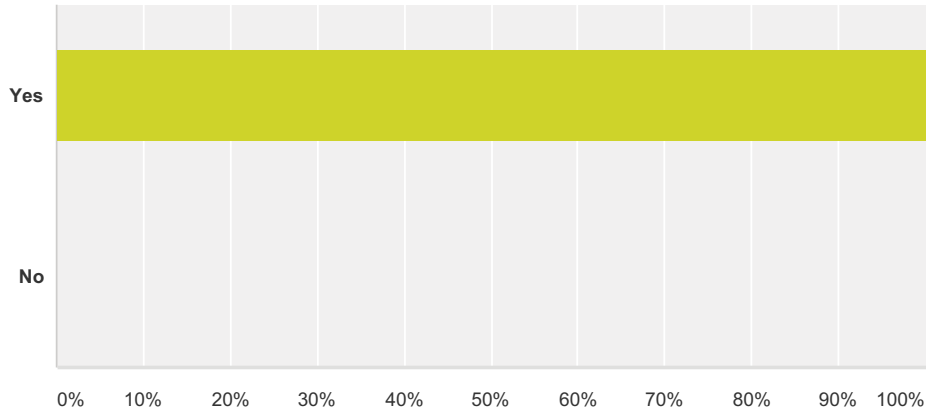


Answer Choices	Responses
Yes	66.67% 12
No	33.33% 6
Total	18

#	If NO, what attempts did you make to contact the principal?	Date
1	I did not meet with one principal, but made contact with the assistant principal and Curriculum Service Provider.	4/26/2016 12:45 AM
2	Multiple emails stopped in caught in hall	4/19/2016 12:42 PM
3	One principal did not answer emails and was hard to touch base with.	4/17/2016 10:33 PM
4	I only have one teacher at some schools that there are other mentors assigned. I would try to piggy back on their meetings when I knew. At schools that I am a primary mentor I did make contact and meet with my principals at least twice.	4/15/2016 12:58 PM
5	All schools had one sit down meeting. 5 of 7 had two meetings. 2 of 7 did not reply to several email attempts to set up meetings. I see these principals in passing and casually.	4/14/2016 6:32 PM
6	In process	4/13/2016 9:09 PM
7	2 administrators have not been met with twice. Attempts have been made via email and by phone.	4/13/2016 7:27 PM

Q7 Did you present a seminar?

Answered: 18 Skipped: 0



Answer Choices	Responses	
Yes	100.00%	18
No	0.00%	0
Total		18

#	If YES, please type the name of your seminar.	Date
1	Planning for Instruction	4/26/2016 12:45 AM
2	Reaching All Learners - Differentiated Instruction	4/23/2016 7:49 AM
3	Planning for Instruction	4/22/2016 2:48 PM
4	Motivating the Reluctant Learner	4/21/2016 7:04 PM
5	The Nuts & Bolts of Managing Classroom Procedures	4/20/2016 9:13 PM
6	Planning for instruction Rules and Procedures Teacher Tech Tools	4/19/2016 2:02 PM
7	Classroom Management	4/19/2016 12:42 PM
8	Engaging Students in Learning	4/19/2016 10:16 AM
9	USP:PD: Engaging Students in Learning	4/19/2016 10:02 AM
10	Differentiated Instruction and Danielson Study Group	4/17/2016 10:33 PM
11	Exceptional Education IEP Writing	4/15/2016 12:58 PM
12	Routines and procedures Teacher Tech Tools	4/14/2016 6:32 PM
13	Motivating reluctant learner	4/13/2016 9:09 PM
14	Classroom Management: Fred Jones	4/13/2016 7:31 PM
15	Writing IEP's for Exceptional Education Students and Accommodations and Modifications	4/13/2016 7:27 PM
16	Classroom Management (4 times)	4/13/2016 5:56 PM
17	Classroom Management- Teacher's Toolbox	4/13/2016 5:16 PM
18	The Nuts & Bolts of Managing Classroom Procedures	4/13/2016 5:14 PM

Q8 Of the FAS tools you used, which one has been most effective and why?

Answered: 17 Skipped: 1

#	Responses	Date
1	ASW- provided data to help teachers plan specific, differentiated instruction	4/26/2016 1:01 AM
2	ASW - helps teachers drive their instruction	4/23/2016 7:52 AM
3	Lesson planning tool	4/21/2016 7:05 PM
4	ASW- Teachers are making connections that instruction isn't one size fits all.	4/20/2016 9:18 PM
5	CAL- It is the one I feel most comfortable with and can be used most easily	4/19/2016 2:02 PM
6	scripting / gives a lot of information to teacher	4/19/2016 12:44 PM
7	RCA	4/19/2016 10:18 AM
8	Collaborative Assessment Log	4/19/2016 10:10 AM
9	Classroom Observations Tool - Together the teacher and I would look at evidence regarding observation data.	4/17/2016 10:36 PM
10	Scripting has been the most effective because it has allowed me to specifically focus in a way that worked for both myself and the teacher.	4/15/2016 1:01 PM
11	The ASW	4/14/2016 6:35 PM
12	CAL and ASW as they are most reflective for teachers and provide direction for mentoring	4/13/2016 9:11 PM
13	Selective Scripting because it was versatile in the type of data we could use to analyze	4/13/2016 7:34 PM
14	Analysis of Student Work	4/13/2016 7:31 PM
15	RCA or CAL tool, documents teacher success, challenges, allows for documentation of teacher's plan to move forward in instruction, can be used for many aspects of the classroom visit.	4/13/2016 6:06 PM
16	ASW	4/13/2016 5:28 PM
17	ASW- brainstorming instructional strategies	4/13/2016 5:17 PM

Q9 What positive changes did you see in your teachers as a result of the FAS tool you chose?

Answered: 17 Skipped: 1

#	Responses	Date
1	Efficiency in their ability to level their students according to the criteria/standards and/or objectives.	4/26/2016 1:01 AM
2	Deeper reflection into their teaching practice and actions steps came because of the reflections.	4/23/2016 7:52 AM
3	Well thought out lesson plans, EEI strategies	4/21/2016 7:05 PM
4	Teachers are making connections that instruction isn't one size fits all. They more aware for meeting students' needs when they plan a lesson.	4/20/2016 9:18 PM
5	The Seating chart really helped teachers to identify their own patterns in the classroom and also gave them an idea of what their students were doing.	4/19/2016 2:02 PM
6	more differentiation more reflective willing to try new strategies	4/19/2016 12:44 PM
7	Self-reflection Self-directed learning/decision making Greater autonomy and confidence	4/19/2016 10:18 AM
8	This tools provides for opportunities for the mentor and mentee on what is working, what are concerns, next steps for teacher and how can the mentor support. These are critical aspects of a collaborative meeting to determine where we have been and where we are going and how effective what we have done is.	4/19/2016 10:10 AM
9	Teacher was able to see what they were strong in and what they were lacking. Together we would discuss ideas and strategies to utilize to help promote effective classroom management and learning.	4/17/2016 10:36 PM
10	I saw teachers reflecting on their practices, some making changes, some becoming more educated through seminars and classes, and some becoming more confident in their practice.	4/15/2016 1:01 PM
11	Teachers made a variety of changes based on the student work samples they examined. The ASW opened up rich discussions on grading, standards, what proficient means and led to other lessons being created.	4/14/2016 6:35 PM
12	Organization	4/13/2016 9:11 PM
13	Most significant changes early on were to classroom management, once there was a handle on that we were able to target instructional practices to further student learning.	4/13/2016 7:34 PM
14	The teacher started experimenting with the use of an intervention time for students needing additional support.	4/13/2016 7:31 PM
15	ASW: teacher realized she needed to closely monitor student work, as data showed poor performance. RCA: Teacher was able to reflect on practice and make positive changes. Video: Teacher was able to analyze the lesson and notice room for growth in instruction. Selective Scripting: T was able to monitor time, questioning strategies, and student engagement better.	4/13/2016 6:06 PM
16	Using the ASW allowed my teachers to reflect on each individual students need and to thoughtfully plan for targeted learning.	4/13/2016 5:28 PM
17	More monitoring and adjusting; flexibility in thinking	4/13/2016 5:17 PM

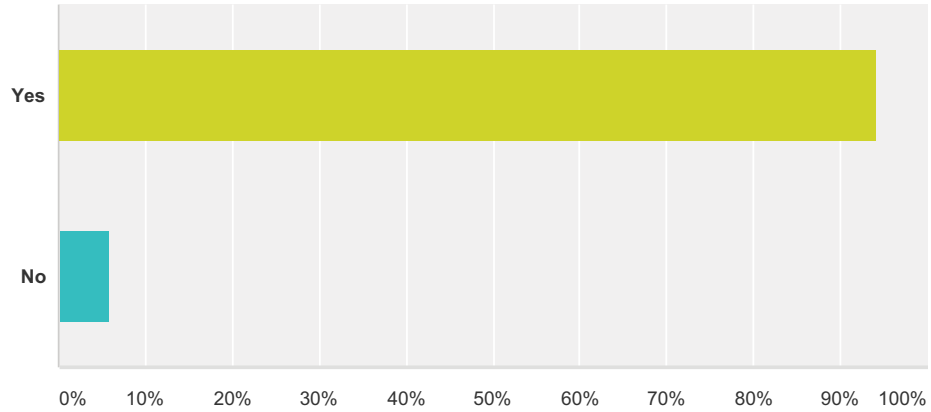
Q10 What was the most valuable and impactful time you had with your teacher (such as visiting exemplary teachers, reflective conversations, lesson planning, creating or building resources, analyzing student work)?

Answered: 17 Skipped: 1

#	Responses	Date
1	Facilitating and guiding teachers through lesson design was valuable and effective for teachers. It provided a guideline in the way they were going to teach their lessons and helped with pacing. Being well planned made a positive impact in the teachers' ability to manage behaviors.	4/26/2016 1:01 AM
2	I would say it was all impactful. Each part of mentoring plays an important role in helping teachers improve.	4/23/2016 7:52 AM
3	Reflective conversations.	4/21/2016 7:05 PM
4	Reflective Conversations and Analyzing Student Work	4/20/2016 9:18 PM
5	Creating and building resources- this allowed us to do some planning and also needed to know the students levels	4/19/2016 2:02 PM
6	visiting exemplary teachers reflective conversations	4/19/2016 12:44 PM
7	Visiting exemplary teachers	4/19/2016 10:18 AM
8	Our collaborative conversations have been the most impactful with my teachers as this is a time when we can reflect on the practice and make evaluative decisions about how to move forward.	4/19/2016 10:10 AM
9	Our weekly meetings are very essential! It is difficult when you have so many trainings or are called to monitor or support schools because you miss your meetings with your teachers. Reflective and collaborative conversations were very impactful because they led the direction of our plan of action.	4/17/2016 10:36 PM
10	Reflective conversations have had the most impact this year with my first year teachers. Each one has gained something positive through conversation, questioning, and role playing.	4/15/2016 1:01 PM
11	Visiting exemplars and reflective conversation.	4/14/2016 6:35 PM
12	Exemplary classroom visits	4/13/2016 9:11 PM
13	Reflective conversations had the most impact as it was a time to see what went right, wrong, and where extensions to student learning could be made. Visits to exemplar teachers was also extremely valuable. It was a way for teachers to see them in action, observe strategies/methods to take to their own rooms, and practices to aspire to achieve (visualize themselves in the same exemplar place)!	4/13/2016 7:34 PM
14	Reflective conversations and analyzing student work.	4/13/2016 7:31 PM
15	Reflective conversations, as they were teacher driven and spoke directly to concerns the teacher had as a result of her teaching, classroom relationships and behavior, and professional growth.	4/13/2016 6:06 PM
16	The most impactful and valuable time I had with my teachers has been in analyzing student work. The discussions around planning for student growth have been very rich and focused on student achievement.	4/13/2016 5:28 PM
17	ASW and veteran visits	4/13/2016 5:17 PM

Q11 At least 2 other mentors observed my mentoring practice and discussed it with me.

Answered: 17 Skipped: 1



Answer Choices	Responses
Yes	94.12% 16
No	5.88% 1
Total	17

Q12 Did you find the mentor to mentor observations valuable? Why or why not?

Answered: 17 Skipped: 1

#	Responses	Date
1	Yes, having a second set of eyes and ears helped identify some mused entry points as well as ways for me to move to a facilitative roll.	4/26/2016 1:01 AM
2	Yes - they help you reflect on your practice as a mentor and look at things through a different light.	4/23/2016 7:52 AM
3	Yes. Because it was valuable feedback & helped me to reflect through my process	4/21/2016 7:05 PM
4	Yes, it's nice to get and give feedback to others through reflective conversations.	4/20/2016 9:18 PM
5	yes, they were valuable because it allowed me to see area of improvement and how to handle situations in different ways	4/19/2016 2:02 PM
6	very valuable to have that professional time together and to have the relationship building time	4/19/2016 12:44 PM
7	Yes. It is important for mentors to support each other and collaborate.	4/19/2016 10:18 AM
8	Yes I found the mentor to mentor observations extremely valuable to me as a first year mentor. I was able to see a veteran mentor in action utilizing the FAS tolls and the mentoring language and that helped me to confirm what I am doing with my teachers and to refine my practice. Moreover having the opportunity to dialogue with the mentor after an observation helped to clarify some aspects of mentoring for me.	4/19/2016 10:10 AM
9	Yes because it helps me to reflect on my practice and to ask questions.	4/17/2016 10:36 PM
10	Yes. I gained confidence having others observe me and discuss my mentoring practice. It also forced me to step out of my comfort zone and become more proactive in my mentoring.	4/15/2016 1:01 PM
11	Yes. It was great to get feedback as a new mentor.	4/14/2016 6:35 PM
12	Yes because it gave opportunity to gain perspective	4/13/2016 9:11 PM
13	Yes! It gave me feedback that was objective to work with to improve my own practices.	4/13/2016 7:34 PM
14	Yes, because they helped me grow as a mentor. I also enjoyed having a colleague to strategize with. However, sometimes scheduling them was a bit tricky because our open windows of time didn't coincide.	4/13/2016 7:31 PM
15	Yes, they were able to help me strengthen my collaboration by increasing wait time and asking more reflective type questions	4/13/2016 6:06 PM
16	I found the mentor to mentor observations to be valuable. The feedback and discussions from my peers helped me to reflect on my mentor practice and make modifications as needed.	4/13/2016 5:28 PM
17	Yes, it's nice to see others' practice	4/13/2016 5:17 PM

Q13 Which seminars did you facilitate this year?

Answered: 17 Skipped: 1

#	Responses	Date
1	Planning for Instruction	4/26/2016 1:08 AM
2	Differentiated Instruction	4/23/2016 7:56 AM
3	Motivating the Reluctant Learner	4/21/2016 7:08 PM
4	The Nuts & Bolts of Managing Classroom Procedures	4/20/2016 9:19 PM
5	Planning for instruction, rules and procedures, teacher tech tools	4/19/2016 2:05 PM
6	Classroom Management	4/19/2016 12:46 PM
7	Engaging Students in Learning	4/19/2016 10:22 AM
8	I facilitated the Engaging students in learning seminar in the fall and in the spring.	4/19/2016 10:18 AM
9	Differentiated Instruction	4/17/2016 10:38 PM
10	Exceptional Education Writing IEPs	4/15/2016 1:03 PM
11	Routines and Procedures and Teacher Tech Tools	4/14/2016 6:39 PM
12	Reluctant learner	4/13/2016 9:14 PM
13	Writing IEP's for students in Exceptional Education and Accommodations and Modifications	4/13/2016 7:44 PM
14	Classroom Management	4/13/2016 7:31 PM
15	Classroom Management	4/13/2016 6:11 PM
16	Classroom Management	4/13/2016 5:35 PM
17	The Nuts & Bolts of Managing Classroom Procedures	4/13/2016 5:19 PM

Q14 Of the seminars you facilitated,

Answered: 17 Skipped: 1

Answer Choices	Responses
what were the strengths?	100.00% 17
what were the weaknesses/challenges?	100.00% 17
how can the seminars be improved upon for next year?	94.12% 16
enter "NA: if you did not facilitate a seminar	0.00% 0

#	what were the strengths?	Date
1	Well planned thought out seminar and flexibility for small attendance.	4/26/2016 1:08 AM
2	presentation skills, organization, audience participation	4/23/2016 7:56 AM
3	Well planned, varied activities	4/21/2016 7:08 PM
4	Giving teachers plenty of ideas to draw upon in their classroom with visuals	4/20/2016 9:19 PM
5	collaboration for planning	4/19/2016 2:05 PM
6	co-facilitators, engaged teachers,	4/19/2016 12:46 PM
7	This was my second year teaching the same seminar so I know the content well and was able to improve it from previous years.	4/19/2016 10:22 AM
8	I facilitated with a veterean mentor and so the process was easy to follow. Also the presentation was very effective in providing new teachers with strategies for engagement while participating in an engaging seminar.	4/19/2016 10:18 AM
9	Materials, PowerPoint, presenters, information for DI, participant involvement	4/17/2016 10:38 PM
10	group participation	4/15/2016 1:03 PM
11	Participants were excited about the topics and the goals of each were clear.	4/14/2016 6:39 PM
12	Participant discussion	4/13/2016 9:14 PM
13	It was a time for new ExEd teachers to explore and learn of the importance of the different areas of an IEP for their students.	4/13/2016 7:44 PM
14	Planning and prep	4/13/2016 7:31 PM
15	Participants were actively engaged in practicing the Fred Jones strategies we used, as well as had time to collaborate and learn from peers.	4/13/2016 6:11 PM
16	The feedback from the participants that we engaged them and provided them with many useful strategies that they could implement in their classroom right away.	4/13/2016 5:35 PM
17	Lots of ideas for teachers to implement immediately	4/13/2016 5:19 PM

#	what were the weaknesses/challenges?	Date
1	Too few participants.	4/26/2016 1:08 AM
2	Some people showing up late to begin the seminar on time.	4/23/2016 7:56 AM
3	Not everyone showed up.	4/21/2016 7:08 PM
4	Getting teachers to attend due to time of day, and sheer exhaustion	4/20/2016 9:19 PM
5	getting enough participants	4/19/2016 2:05 PM
6	scheduling, not enough time	4/19/2016 12:46 PM
7	Making the content relevant for K-12 audience	4/19/2016 10:22 AM
8	A percieved weakness based on feedback was to make the seminar equally effective for grades K-12.	4/19/2016 10:18 AM
9	NA	4/17/2016 10:38 PM

10	ran out of time	4/15/2016 1:03 PM
11	One seminar had a PowerPoint that was already created and it would be nice to re-vamp it.	4/14/2016 6:39 PM
12	Timing of dates	4/13/2016 9:14 PM
13	Should have split into 2 differet classes or made to be an 6-7 hour class. would like to see all of the new ExEd teachers need to participate because it went far beyond the TIENet system, it focused on the puropse and intent of the IEP document in relation to the studnet and their needs.	4/13/2016 7:44 PM
14	Unfamiliarity with Fred Jones. There are only 2 of the Fred Jones books that the seminar is based on available in the district.	4/13/2016 7:31 PM
15	Time: participants wrote in their feedback that the class should have been a full day, not just 4 hours.	4/13/2016 6:11 PM
16	The challenge was the teachers wanted MORE time/days for the seminar! :0)	4/13/2016 5:35 PM
17	Attendance due to exhaustion of teachers	4/13/2016 5:19 PM
#	how can the seminars be improved upon for next year?	Date
1	Make sure they don't overlap on days and times on the calendar.	4/23/2016 7:56 AM
2	Better advertised	4/21/2016 7:08 PM
3	Possibly offering a symposium of seminars?	4/20/2016 9:19 PM
4	having the technology committee send out the catalog to all new teachers and principals. We need to find better ways to advertise the seminars and focus on the needs of the teachers.	4/19/2016 2:05 PM
5	get started earlier in the year	4/19/2016 12:46 PM
6	Have a mentor committee that reviews all seminars and makes sure the content is aligned to Danielson and that there are engaging activities throughout. Make sure there are not too many overlaps between seminars.	4/19/2016 10:22 AM
7	Ensuring that the engagement strategies are grade level appropriate for k-12 teachers.	4/19/2016 10:18 AM
8	offer more of them	4/17/2016 10:38 PM
9	pacing	4/15/2016 1:03 PM
10	The days and times they are offered. Perhaps we could try a Super Saturday or one day fall break format for the required courses.	4/14/2016 6:39 PM
11	More publicity or advertising	4/13/2016 9:14 PM
12	Start sooner and advertise better	4/13/2016 7:44 PM
13	Purchase more Fred Jones resources. Update and standardize the seminars so that all teachers are provided the same information no matter whose presenting.	4/13/2016 7:31 PM
14	Offer this seminar at the start of school, possibly even before school starts, or during induction time.	4/13/2016 6:11 PM
15	N/A	4/13/2016 5:35 PM
16	Possibly have a symposium instead of all throughout the year?	4/13/2016 5:19 PM
#	enter "NA: if you did not facilitate a seminar	Date
	There are no responses.	

Q15 Which study groups did you facilitate?

Answered: 17 Skipped: 1

#	Responses	Date
1	Reading instruction: The Daily 5	4/26/2016 1:08 AM
2	Dazzle with Danielson	4/23/2016 7:56 AM
3	None	4/21/2016 7:08 PM
4	NA	4/20/2016 9:19 PM
5	Getting to Know Math	4/19/2016 2:05 PM
6	Culturally Relevant and Responsive Teaching	4/19/2016 12:46 PM
7	K-5 Reading Instruction Study Group	4/19/2016 10:22 AM
8	USP;PD: Culturally Responsive Best Practices.	4/19/2016 10:18 AM
9	Danielson Study Group	4/17/2016 10:38 PM
10	Exceptional Education	4/15/2016 1:03 PM
11	Math Study Group	4/14/2016 6:39 PM
12	Exceptional ed	4/13/2016 9:14 PM
13	Exceptional Education	4/13/2016 7:44 PM
14	Math Study Group	4/13/2016 7:31 PM
15	none, due to facilitating Classroom Management 4 times.	4/13/2016 6:11 PM
16	N/A	4/13/2016 5:35 PM
17	None- started in EngageNY but 4 mentors for 10 people was excessive	4/13/2016 5:19 PM

Q16 Of the study groups you facilitated,

Answered: 17 Skipped: 1

Answer Choices	Responses
what were the strengths?	88.24% 15
what were the weaknesses/challenges?	70.59% 12
how can the study group be improved upon for next year?	70.59% 12
enter "NA" if you did not facilitate a study group	29.41% 5

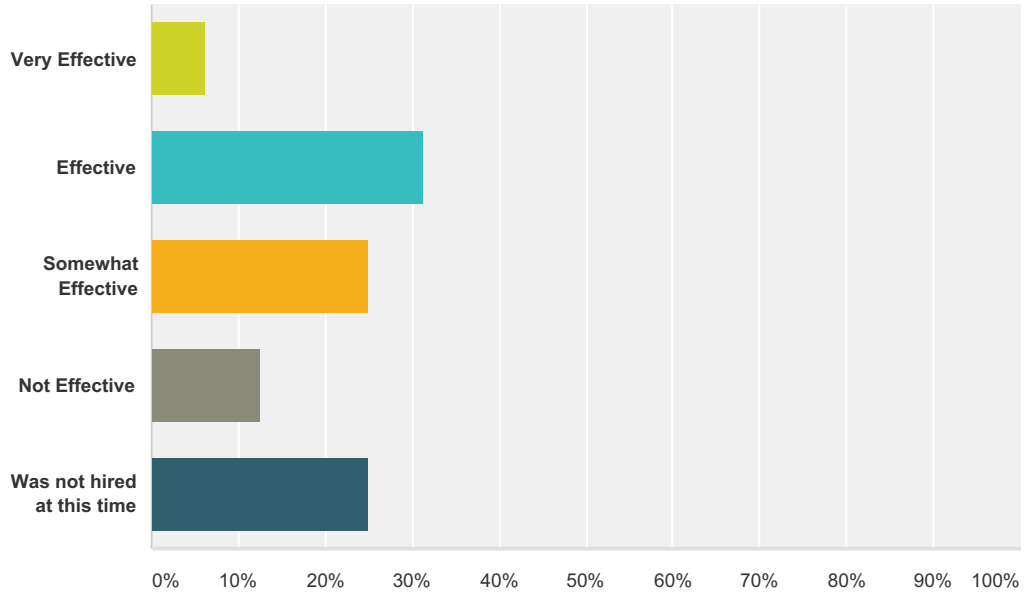
#	what were the strengths?	Date
1	Teachers left with practical ideas to try. Many of the teachers were from the same school.	4/26/2016 1:08 AM
2	Valuable information to share	4/23/2016 7:56 AM
3	None	4/21/2016 7:08 PM
4	allowed participants to examine the new resource	4/19/2016 2:05 PM
5	co-facilitator	4/19/2016 12:46 PM
6	This study group was very helpful to the teachers, especially the part about how to facilitate a guided reading group and do reading interventions.	4/19/2016 10:22 AM
7	The strengths for this study group was the various articles that were very accessible for teachers who are struggling with understanding culturally responsive teaching practices.	4/19/2016 10:18 AM
8	materials, participant involvement, presenters are knowledgeable	4/17/2016 10:38 PM
9	collaboration and sharing of ideas	4/15/2016 1:03 PM
10	Teachers used the time and created math materials they could use	4/14/2016 6:39 PM
11	Participant directed	4/13/2016 9:14 PM
12	Able to direct the content to exactly what the teachers needed	4/13/2016 7:44 PM
13	Mentors knowledge of the topic and most of the teachers who attended were very excited about implementing the resources/ideas shared.	4/13/2016 7:31 PM
14	N/A	4/13/2016 5:35 PM
15	Na	4/13/2016 5:19 PM

#	what were the weaknesses/challenges?	Date
1	Not many participants, teachers had alot going on this year with other trainings so study groups were not attended as well this year	4/23/2016 7:56 AM
2	teacher attendance was spotty	4/19/2016 12:46 PM
3	Teachers need a lot of support in this area. It was hard to meet all of their needs by meeting just once a month for 6 months total.	4/19/2016 10:22 AM
4	On some occations there were only a few participants due to other events that were taking place in the district.	4/19/2016 10:18 AM
5	Low attendance	4/17/2016 10:38 PM
6	not a lot of people	4/15/2016 1:03 PM
7	Attendance and meeting the needs of a range of teachers	4/14/2016 6:39 PM
8	Getting enough resources	4/13/2016 9:14 PM
9	Challenge: getting more teachers to take the time to participate. Many excellent topics were brought up in regards to bening and ExEd educator.	4/13/2016 7:44 PM
10	Attendance	4/13/2016 7:31 PM

11	N/A	4/13/2016 5:35 PM
12	Na	4/13/2016 5:19 PM
#	how can the study group be improved upon for next year?	Date
1	Make a part II for next year.	4/26/2016 1:08 AM
2	choose topics that are currently relevant	4/23/2016 7:56 AM
3	I felt our study group was pretty successful, again just advertising the study group	4/19/2016 2:05 PM
4	I would like to align this study group with the Teaching Reading Effectively training since this addresses the current reading research and focus from ADE	4/19/2016 10:22 AM
5	The study group can be improved by ensuring that there are no conflicts with other events on the days that we meet.	4/19/2016 10:18 AM
6	more advertisement	4/17/2016 10:38 PM
7	change locations each meeting	4/15/2016 1:03 PM
8	More structure next time. We could do a better job of crating a focus for each session. We did that some weeks but not all.	4/14/2016 6:39 PM
9	Better organization from beginning	4/13/2016 9:14 PM
10	More teacher participation and better definitions on what are needed to fulfill the Make the Move teacher Study Group requirements	4/13/2016 7:44 PM
11	N/A	4/13/2016 5:35 PM
12	Na	4/13/2016 5:19 PM
#	enter "NA" if you did not facilitate a study group	Date
1	NA	4/21/2016 7:08 PM
2	NA	4/20/2016 9:19 PM
3	NA	4/13/2016 6:11 PM
4	N/A	4/13/2016 5:35 PM
5	Na	4/13/2016 5:19 PM

Q17 Rate the effectiveness of the Induction Orientation at the opening of the school year.

Answered: 16 Skipped: 2



Answer Choices	Responses	Count
Very Effective	6.25%	1
Effective	31.25%	5
Somewhat Effective	25.00%	4
Not Effective	12.50%	2
Was not hired at this time	25.00%	4
Total		16

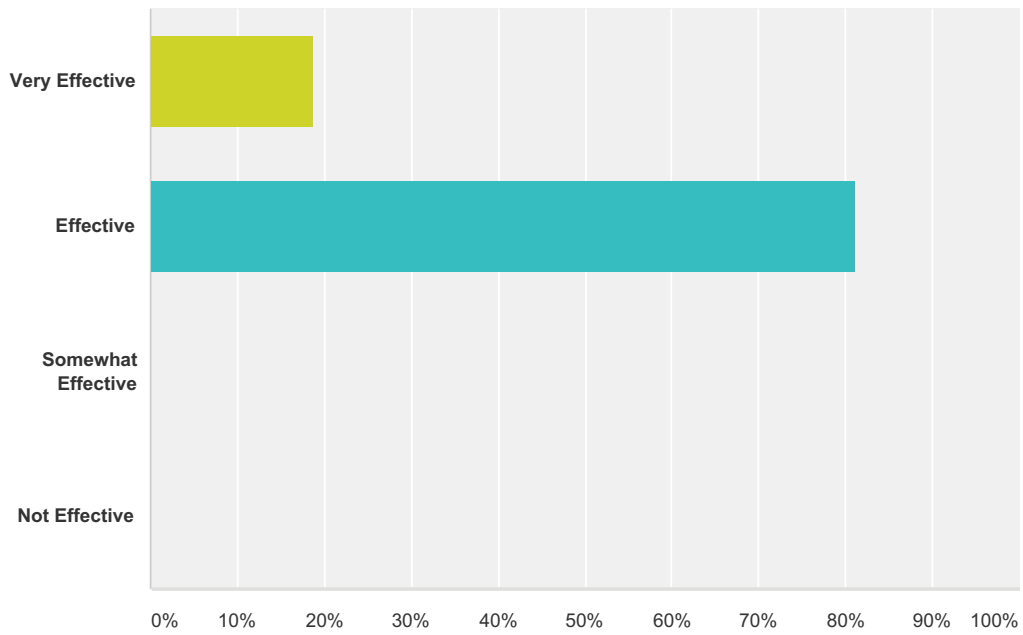
Q18 Explain your rating.

Answered: 16 Skipped: 2

#	Responses	Date
1	.	4/26/2016 1:28 AM
2	Valuable information was given, but some teachers complain that it was too long.	4/23/2016 8:01 AM
3	Teachers felt that it was a lot of speeches & not a lot of practical or useful info.	4/21/2016 7:11 PM
4	Just Induction (not orientation :) Participants were anxious about being in their classroom. From my experience, teachers do not remember much from those days because it was very loaded with information. The survey results indicate that the best part was the mentoring program piece by attending the Nuts & Bolts of Classroom Procedures.	4/20/2016 9:25 PM
5	I think that there was too much information given to teachers in such a short period of time.	4/19/2016 2:12 PM
6	not hired yet	4/19/2016 12:53 PM
7	I was not at the Induction Orientation for the entire four days, so it is hard to accurately rate it. The part I did attend seemed to be going well.	4/19/2016 10:31 AM
8	I believe that it was very effective due to the fact that many facilitators were on hand to assist and the space facilitated the large number of participants.	4/19/2016 10:24 AM
9	I did not attend, however, from new teachers most of mine were not pleased with the flow. Too many trainings and wasted time.	4/17/2016 10:43 PM
10	Teachers were unengaged.	4/15/2016 1:11 PM
11	I felt like I hit the ground running without much idea of where I was going! That could be because I was new too. More practice usong the tools at the beginning or some role play with veterans in August before we went out to sites would have helped me personally.	4/14/2016 6:47 PM
12	Teachers were able to remember things presented at induction	4/13/2016 9:17 PM
13	The somewhat effective rating comes from teachers learning about district policies and attempting to fulfill mandated trainings per the USP. It seems that less time should go to promoting the agendas of GCU and TEA, and more time to meeting the training needs of teachers new to the district.	4/13/2016 8:00 PM
14	NA	4/13/2016 7:31 PM
15	Hired at the end of September.	4/13/2016 6:16 PM
16	N/A	4/13/2016 5:56 PM

Q19 Rate the overall effectiveness of the TUSD Induction/Mentoring Program.

Answered: 16 Skipped: 2



Answer Choices	Responses	Count
Very Effective	18.75%	3
Effective	81.25%	13
Somewhat Effective	0.00%	0
Not Effective	0.00%	0
Total		16

Q20 What are the strengths of this years Induction/Mentoring Program?

Answered: 16 Skipped: 2

#	Responses	Date
1	.	4/26/2016 1:28 AM
2	Weekly PD, supervisor support, being able to hire more mentors to meet teacher needs so that current mentors were not overwhelmed.	4/23/2016 8:01 AM
3	Flexibility, personalization	4/21/2016 7:11 PM
4	Diversity in mentors, experience, skills, and dispositions.	4/20/2016 9:25 PM
5	I think teachers appreciate the support that is given to them by the mentors. Some new teachers are in a building with very limited support.	4/19/2016 2:12 PM
6	ability to provide individualized support to teachers flexibility of use of tools taking teachers to visit exemplary teachers - would like to be able to take 2nd year teachers as well	4/19/2016 12:53 PM
7	supportive group of mentors weekly PD and mentor trainings	4/19/2016 10:31 AM
8	I believe the strengths to be the PLS sessions as they facilitate the necessary training to conduct effective mentoring.	4/19/2016 10:24 AM
9	Collaborative work	4/17/2016 10:43 PM
10	Professional Learning Series	4/15/2016 1:11 PM
11	I liked the NTC professional learning series I also felt our department is a safe place to seek help, advice, and support.	4/14/2016 6:47 PM
12	Movement toward intentional mentoring	4/13/2016 9:17 PM
13	Mentors working with the new teachers within our district care and support them to the best of their abilities. The training provided over the course of the year gives each mentor a set of tools to work with in the process of guiding the teachers they are working in the inquiry cycle.	4/13/2016 8:00 PM
14	Individualized support for new teachers.	4/13/2016 7:31 PM
15	The professional development using the New Teacher Center materials, as well as working with other Mentors and CIPD personnel, helped me use the tools and language to be a better mentor.	4/13/2016 6:16 PM
16	We received a great deal of PD to support us in our roles as mentors. The program ensured that our caseload were not too high so that we could effectively support our teachers.	4/13/2016 5:56 PM

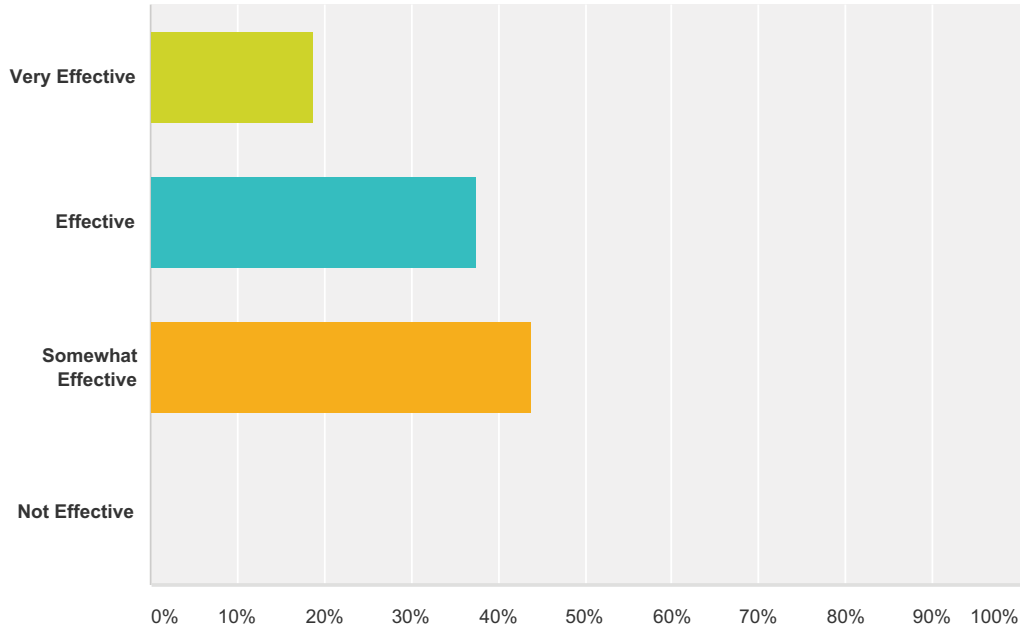
Q21 How might the TUSD Induction/Mentoring Program be improved?

Answered: 16 Skipped: 2

#	Responses	Date
1	Assign PDAT or CSP to teachers on support plans. Have an orientation for new incoming mentors. Da	4/26/2016 1:28 AM
2	Continued continuity in planning for weekly PDs with the PD committee and coordinator.	4/23/2016 8:01 AM
3	More structure/oversight	4/21/2016 7:11 PM
4	Communication improvement among mentors.	4/20/2016 9:25 PM
5	This year was difficult because some 2nd year teachers did not have a mentor or CF in their building last year. Many of my second year teachers very much appreciate support for things like planning and instruction. I also think that advertising for the program could also help. I know most principals know about the program, but I am not sure if they understand exactly what the mentors do.	4/19/2016 2:12 PM
6	set it up as a two year loose timeline - for example focus in year one on _____tools and then in year two on _____ Math specialist teachers assigned to math teachers when at all possible - kind of how EXED teachers are assigned	4/19/2016 12:53 PM
7	I would recommend more support and training for new mentors and a more structured pairing of new to veteran mentors to get the new mentors off to a good start. I observed a lot of struggles in the beginning because of lack of training.	4/19/2016 10:31 AM
8	Perhaps providing more training to new mentors early on so that we can start the year with a variety of strategies ready to use.	4/19/2016 10:24 AM
9	Mentors need to be involved more. It seems as if PDAT is doing or participating in mentor activities. The beginning of the year needs to start with a team builder or get to know you instead of just diving into caseloads. Program needs to be reviewed and discussed at the beginning of the year instead of later on. Mentors need to be kept in the loop of district initiatives such as Code of Conduct, Literacy Lab, etc.	4/17/2016 10:43 PM
10	1 and 2 year teachers should have a differentiated checklist of expectations. Year 1 teachers are already drowning under pressure and some of the items could be moved to a year 2 list.	4/15/2016 1:11 PM
11	Lower case loads (probably not possible I know)	4/14/2016 6:47 PM
12	Begin the year with intentional mentoring	4/13/2016 9:17 PM
13	At the beginning of the year, many of the mentors had too many teachers on their caseload and were not physically able to get in a minimum of 90 minutes per week with each teacher on their caseload. Ensuring this is a fully staffed program would help immeasurably.	4/13/2016 8:00 PM
14	I have given this a lot of thought...but am still not sure how to improve. Sometimes I think the program would be more effective if mentors spent more time at fewer schools in order to become better established as a member of the school community. I wonder if this would help build partnerships with teachers quicker and therefore be more impactful in the long run.	4/13/2016 7:31 PM
15	As the New Teacher Center professional development sessions ended in April, I would suggest front loading them more toward the start of the year. Cognitive coaching sessions would also be valuable.	4/13/2016 6:16 PM
16	The TUSD Mentoring Program might be improved by collaborating more closely with principals and stressing the importance of the collaboration time with 1st year teachers.	4/13/2016 5:56 PM

Q22 Rate the overall effectiveness of this year's Wednesday Professional Development.

Answered: 16 Skipped: 2



Answer Choices	Responses	
Very Effective	18.75%	3
Effective	37.50%	6
Somewhat Effective	43.75%	7
Not Effective	0.00%	0
Total		16

Q23 Explain your rating.

Answered: 16 Skipped: 2

#	Responses	Date
1	.	4/26/2016 1:28 AM
2	Trying to get back on track with the mentoring program was difficult at times since we had not had the program the year before. Trying to meet everyone's needs and differentiating the mentoring for the different year levels (beginning mentors to veteran mentors) was difficult at times.	4/23/2016 8:01 AM
3	I'm not sure how much of it made me a better mentor or made me more effective @ my job.	4/21/2016 7:11 PM
4	It started as a hodge podge of topics, and when we finally got started with tying everything to a Case Study, our flexibility was tested. :) Topics that were certainly needed were overriding other PD. At one point it seemed that many mentors were absent.	4/20/2016 9:25 PM
5	As a first year mentor I did find the professional development to be effective. I think it also helped to build community within our program	4/19/2016 2:12 PM
6	some were more effective than others time to talk and collaborate with other mentors was very valuable	4/19/2016 12:53 PM
7	In past years Wed. PD had more support around mentoring conversations. This was mostly missing this year. I would recommend having role plays, 1:1 mentoring support for new mentors, and more work around strong collaboration meetings which is at the heart of our practice.	4/19/2016 10:31 AM
8	The Wednesday professional development sessions facilitated the necessary business and further training that was critical for the effectiveness of the program. The PLC component also facilitated a space to evaluate what is being done as mentors and to determine the next steps.	4/19/2016 10:24 AM
9	I feel that PD was not always connected to our work.	4/17/2016 10:43 PM
10	PLC should be more than a dialogue session. True PLCs usually have an agenda set for upcoming meetings and strong purpose. I would like to see that.	4/15/2016 1:11 PM
11	There was a variety of topics covered.	4/14/2016 6:47 PM
12	Information shared, opportunities to connect & talk with other mentors	4/13/2016 9:17 PM
13	Each PD contained information that immediately impacted our practice with our teachers! I appreciated the flexibility of our presenters when it came to last minute changes needed in order to support the needs of our program as a whole!	4/13/2016 8:00 PM
14	I don't believe mentors should be presenting their own PD. Especially not new mentors with little or no mentoring experience.	4/13/2016 7:31 PM
15	Collaborating with and learning from peers helps us grow as professionals.	4/13/2016 6:16 PM
16	Our Wed. PDs provided us with structured time for us to learn and develop our roles as mentors.	4/13/2016 5:56 PM

Q24 How might we improve Wednesday's Professional Development?

Answered: 16 Skipped: 2

#	Responses	Date
1	.	4/26/2016 1:28 AM
2	Differentiate the PD depending on the needs of the mentors. Get all mentors involved in presenting for PD on a consistent basis.	4/23/2016 8:01 AM
3	Develop a program w/a measurable objective & implement it	4/21/2016 7:11 PM
4	Have a common theme and focus for the year to connect everything. Set expectations for attendance, especially with a smaller group. It impacts the PD session planning and facilitation when many are not present.	4/20/2016 9:25 PM
5	I would like to have more mentor input on wednesday professional development. Maybe a way to extend for the veteran mentors and meet the needs for the newer mentors	4/19/2016 2:12 PM
6	meatier I liked the PD with the various curricular area specialists, these helped me support my teachers with their content, perhaps these sessions with each curricular area	4/19/2016 12:53 PM
7	I would recommend more differentiation so experienced mentors can continue growing. Sending agenda out by Monday is helpful for planning. Tap into mentor expertise and invite more mentors to present. I would have all mentors lead their study group and seminar in a shortened version so that we can have consistency around issues such as classroom management, and better learn from each other. I think we need more time to support each other by practicing role plays and mentoring conversations.	4/19/2016 10:31 AM
8	An improvement would be to assess the needs of the mentors and to build the Wednesday PD's to meet the needs of the mentors.	4/19/2016 10:24 AM
9	We need more PD where there is differentiate learning for the mentors since some are veteran mentors and others are new.	4/17/2016 10:43 PM
10	More active engagement.	4/15/2016 1:11 PM
11	Perhaps we could plan them around ideas that come out of PLC's. We had many good ideas in our PLC group but not all of them were acted upon. I liked the guest speaker groups that came in too (ELA,CRC) so maybe more of those.	4/14/2016 6:47 PM
12	It goes fine	4/13/2016 9:17 PM
13	PLC opportunities that are better spaced out	4/13/2016 8:00 PM
14	Have district level specialist (ELA, ELD, Math, Exceptional Ed., PBIS...) share information with us.	4/13/2016 7:31 PM
15	Allow more time to practice using the FAS tools as simulated case studies during the Wed. PD.	4/13/2016 6:16 PM
16	Wed. PDs might be improved by starting off each PD with an opportunity to discuss our successes and challenges of the past week. Also, to continue to invite the "experts" in our district, to present on Guided Reading, Daily 5, Engage NY, etc.	4/13/2016 5:56 PM