

Preliminary Report of

The Delaware New Teacher Mentoring/ Induction Program

January 2006

by
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and
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Institute for Public Administration
College of Human Services,
Education & Public Policy
University of Delaware

in cooperation with the
Delaware Department
of Education



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Preface

As the Director of the Institute for Public Administration at the University of Delaware, I am pleased to provide the report, *A Preliminary Evaluation of the Delaware New Teacher Mentoring/Induction Program*. This evaluation, which was funded by the Delaware Department of Education, is a first step toward helping DOE administrators understand the extent to which the program is contributing to public school teachers' retention and classroom management and teaching skills. The evaluation also documents mentoring/induction participants' overall experiences with and attitudes toward the program.

This report provides a brief history of mentoring in Delaware and the process that culminated in the passage of the Professional Development and Educator Accountability Act (SB 260) in 2000. It then describes in detail the Delaware New Teacher Mentoring/Induction Program, which is a mandatory, three-year induction program for all new public school teachers and other school professionals, such as nurses and counselors. Surveys that were administered in spring 2005 to the program's new teachers, mentors, and lead mentors are the source of much of the evaluation's data. Although the response rate was low, the evaluation indicates a high degree of satisfaction with the program and compliance with its requirements. It also indicates that only ten percent of new teacher respondents left public school teaching the next school year, a significant drop in the overall attrition rate for first-year teachers. Finally, the report provides recommendations for improving the mentoring/induction program. The evaluation will continue this year with a case study analysis of four districts and two charter schools.

Jerome L. Lewis, Ph.D., Director, Institute for Public Administration

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Executive Summary

As part of the first phase of a proposed three-year evaluation of the Delaware New Teacher Mentoring/Induction Program, the Institute for Public Administration (IPA) at the University of Delaware collected information about the program and conducted surveys of its primary participants – new teachers, mentors, and lead mentors. A full analysis of these surveys can be found in the report *Preliminary Evaluation of the Delaware New Teacher Mentoring/Induction Program*, which was published in January 2006 and can be accessed at www.ipa.udel.edu/research/publications.

In 2000 the Delaware Legislature passed the Professional Development and Educator Accountability Act, a portion of which requires that all public school teachers participate in a three-year induction program with specific components. While mentoring is a component of teacher induction, induction consists of several professional development activities designed to decrease the isolation commonly felt by new teachers, teach them skills that should be immediately useful for classroom management and lesson planning, and help them become more successful in a shorter period of time. The goals of induction programs are to decrease attrition (teachers leaving their jobs), develop teachers' skills, and improve student learning.

While the surveys' response rates were low, they and other data do provide some suggestive findings. These findings include:

- The overall mentoring/induction program received generally high marks from new teachers: 78 percent of the new teacher respondents stated that the program was either “somewhat” or “very” beneficial. Further, 80 percent of mentors intended to serve as mentors again the next school year.
- While the program's regulations stipulate that mentors and new teachers should spend 18 of the 30 hours they spend together the first year discussing Pathwise™ induction activities, only 38 percent of new teachers reported discussing Pathwise™ either “very often” or “always,” and 81 percent reported discussing something other than Pathwise™ either “very often” or “always.” This is an area that should be explored in the upcoming case study portion of the evaluation.
- Of the new teacher respondents who participated in the Pathwise™ program, 93 percent completed Cycle One and 53 percent completed Cycle Two. While the mentoring/ induction program is designed for new teachers to work at their own pace, it is generally expected that most new teachers will progress through the first two of four overall cycles in the first year. The low Cycle Two completion rate may be attributed to the program's novelty, teachers who were hired later and had less time to complete the cycles, and some districts that did not provide training for Cycle Two in the program's first year.

- The program also requires mentors to observe new teachers twice during Cycle One and once during Cycle Two. Mentors were asked whether they were provided with enough time to observe their new teachers as required by the program, and 78 percent of mentor respondents answered “yes”. While this is a high percentage, if observing new teachers is indeed a program requirement, then program administrators and the districts should find a way to allow all mentors to do so. DOE provides funds that pay for substitute teachers while mentors observe their new teachers.
- Of the 141 new teachers who responded in the survey that they had participated in the PathwiseTM program, DOE payroll records show that 14 were no longer employed as teachers by the state in October 2005. This indicates an attrition rate of 10 percent for that group, which would constitute a significant drop in the overall attrition rate for first-year teachers.

The Delaware New Teacher Mentoring/Induction Program is too new and evaluators received too few survey responses to make definitive recommendations. New teachers and mentors both suggested that the program should include less paperwork, and changes have been made in that direction for the program in the 2005-06 school year. Some new teachers also suggested that the PathwiseTM program be adjusted for special-needs teachers and specialists such as counselors. Several mentors suggested that a mentoring refresher course be provided.

Evaluators recommend that based on the evidence provided by other studies, the mentoring/induction program should seek to ensure that new teachers have the most appropriate match with their mentors. Ideally, mentors and new teachers should work in the same building, teach the same subject and grade level, and schools should ensure that they share a common planning time. Consideration of these issues can only help to strengthen the mentoring/induction program.

Finally, evaluators recommend that further study be given to understanding how the program works in the districts and schools through case studies of several districts and charter schools. This work can help DOE understand the keys to success in particular districts, obstacles to successful implementation, and other issues that should be addressed.

Introduction

The meaning of mentoring has changed in the education field since the 1990s. To new teachers, mentoring usually has meant having a supportive guide available to help them navigate through the first year at their school. It could be said that the older version of teacher mentoring focused on “softer” aspects, such as providing a buddy or confidante. Teaching is an isolating experience, and one of the basic goals of teacher mentoring has been to lessen the sense of isolation that a new teacher may experience. Mentoring also is a way to acclimate new teachers to their schools’ policies, procedures, and unstated norms. Teachers who are familiar with the way that their schools “work” are more valuable to their colleagues, principals, and students.

Several factors have prompted the move from a “mentor as friend” mentoring process to an induction process, of which mentoring is one important component. These include the introduction of teacher standards in several states; nationwide accountability academic standards for students, driven by the passage of the No Child Left Behind Act in 2002; and new teachers’ desire for greater assistance with classroom management and scholastic achievement issues as they became acclimated to their school. Finally, in the late 1990s, policymakers and the public became interested in mentoring as a potential approach to decrease attrition from the teaching profession. According to Ingersoll and Smith, nearly 50 percent of teachers leave their teaching position within their first five years, which is high when compared to other occupations.¹ An analysis of the cohort of Delaware teachers who began teaching in the 2000-01 school year confirms this finding; 50.6 percent had left teaching in Delaware by November 2005.²

Researchers maintain that the problem of teacher shortages would be mitigated if fewer teachers were to leave the profession, rather than trying to get schools to produce more

¹ Richard Ingersoll and Thomas Smith, “The wrong solution to the teacher shortage.” *Educational Leadership* 60:8 (May 2003).

² Anderson, Terry. Analysis of Delaware Department of Education payroll data. Received 11/16/2005.

teachers. Through his analysis of the U.S. Department of Education's Schools and Staffing Survey, Ingersoll suggests that "the demand for new teachers is primarily due to teachers moving from or leaving their jobs at relatively high rates... The data show that the solution to staffing problems does not primarily lie in increasing an insufficient supply, but rather in decreasing excess demand. In short, this analysis suggests that recruiting more teachers will not solve staffing inadequacies if large numbers of such teachers then leave."³ Some of the reasons that teachers give for leaving their chosen profession are isolation, lack of support, and stressful classroom situations—problems that mentoring and induction programs are created to alleviate.

Moreover, teachers themselves began demanding more from the older model of mentoring. While understanding the school's culture and knowing other teachers were useful, once new teachers started to teach, many realized that they needed greater assistance with classroom-management and student-achievement issues. Furthermore, academics and others have proposed that by helping teachers improve their classroom skills more quickly, strong mentoring programs might help to support the link between well-qualified teachers and greater scholastic achievement by their students.

The cost of attrition

In its report, "The Cost of Teacher Turnover," the Texas Center for Educational Research notes that there are three distinctive costs related to teacher turnover: separation costs, hiring costs, and training and support costs.⁴ Various estimates place the cost of teacher attrition at between 25 percent and 33 percent of a new teacher's salary.⁵ The Alliance for Excellent Education estimates that "every year American schools spend approximately

³ Richard Ingersoll, "Teacher Turnover and Teacher Shortages: An Organizational Analysis." *American Educational Research Journal*. 38:3 (Fall 2001).

⁴ *The Cost of Teacher Turnover*. (Austin: Texas Center for Educational Research, 2000). Accessed at www.tcer.org/tcer/publications/teacher_turnover_full.doc.

⁵ *The Cost of Teacher Turnover*

\$2.6 billion on teacher attrition.”⁶ Other, less tangible costs of teacher attrition include the cost of any professional development experiences in which new teachers participate, the lack of stability and loss of morale in schools with high rates of attrition, and the effect on student learning of a constant influx of new, inexperienced teachers.

According to the report, “Delaware Teacher Supply Survey Analysis,” Department of Education (DOE) payroll records indicate that 867 teachers left teaching in Delaware between May and November 2004.⁷ This reflects about 11 percent of the total teacher workforce in the state, including retirees. Using a conservative figure of 25 percent of average salary per teacher cost, total teacher turnover may have cost Delaware approximately \$7.7 million in 2004. Using the smaller figure of 111 teachers who were new to teaching in Delaware at the start of the 2004-05 school year and departed their positions before the beginning of the 2005-06 school year yields a cost of nearly \$1 million associated with simply replacing new teachers.

The accountability movement

The 1983 report *A Nation At Risk*, which focused on bringing attention to the “rising tide of mediocrity” within the American educational system—declining math and science scores, millions of dollars spent on remedial education, and poor comparisons to other industrialized nations—is seen by many as the origin of accountability reform. As a result of the report, school districts, states, and, finally, the federal government began systematic changes in public education that emphasize core-curriculum areas, school and student assessment, and better teaching standards. Inherent in the accountability movement is a priority placed upon setting academic goals, measuring progress toward

⁶ *Tapping the Potential: Retaining and Developing High-Quality New Teachers*. (Washington, D.C.: Alliance for Excellent Education, 2004).

⁷ Jeffrey Raffel and Amanda Beck, *Delaware teacher supply survey analysis report*. (Newark, Del.: University of Delaware Institute for Public Administration, 2005).

those goals, and holding someone—particularly teachers and schools—responsible for attaining them.

The 2002 passage of the federal No Child Left Behind Act (NCLB) added another impetus to improve student performance. With its focus on “highly qualified teachers” and measurable student achievement, the NCLB works on the assumption that teachers who stay in the profession for a number of years and improve their own skills will be more likely to improve students’ academic progress as well. Under the law, school districts are now mandated to administer standardized tests and meet requirements regarding highly qualified teachers or face possible sanctions.

As a consequence of these changes, the induction model of new teacher preparation, a more structured and comprehensive professional-development program, has replaced the older mentoring model. According to the Alliance for Excellent Education, induction includes “high-quality mentoring” by intentionally selected and trained mentors, “common planning time” between new and seasoned teachers, “ongoing professional development...that improve a teacher’s skill to increase student learning” and manage classroom behavior, “an external network of teachers”, which provides teachers with “a community of colleagues within which to collaborate and receive support”, and “standards-based evaluation” to determine whether new teachers are suited for the profession.⁸ Because induction typically also includes veteran teachers who serve as mentors and lead mentors, they also benefit by passing along their wisdom, observing others, and reflecting on their own practice. Consequently, they may experience a positive change in their view of teaching and their practices in the classroom.⁹

⁸ *Tapping the Potential: Retaining and Developing High-Quality New Teachers.*

⁹ See, for example, Francis Lopez-Real and Tammy Kwan, “Mentors’ perceptions of their own professional development during mentoring.” *Journal of Education for Teaching* 31:1 (February 2005).

National and international research on teacher mentoring and induction

Those seeking to improve mentoring in the United States have noted that other countries handle teacher induction as structured, collaborative professional development. Whereas mentoring has been viewed as a temporary activity in many United States school districts, induction is viewed as “one phase or a single part of a total lifelong professional learning process.”¹⁰ For example, several countries noted for their “best practices,” such as France, Japan, New Zealand, and Switzerland, include peer observation of teaching, practice lessons, and leaders who are given the resources to coordinate the program. Other countries where teacher induction is valued eschew the individualist mode of teaching and its resulting isolation in favor of a collaborationist view by incorporating shared experiences and practices to create a group identity. Finally, some countries with exemplary induction programs simply appear to place a higher priority on teachers and the process of teaching within their cultures more highly than does the United States.

Because of their potential link to improved teacher retention, mentoring and induction programs have been studied by researchers and policymakers over the past decade. While mentoring programs have received high marks in the areas of support, encouragement, and help with teaching strategies, mentoring alone has not increased new teachers’ retention rates.¹¹ However, Smith and Ingersoll have found “a strong link between participation in induction programs (of which mentoring is an important component) and reduced rates of turnover.”¹² In particular, they found that new teachers who were matched with mentors from their field, had common planning time with veteran teachers, and were engaged in collaborative activities with other teachers “were significantly less likely to depart their school at the end of their first year.”¹³

¹⁰ See, for example, Harry Wong, Ted Britton, and Thomas Ganser, “What the World Can Teach Us About New Teacher Induction.” *Phi Delta Kappan* 86:5 (January 2005).

¹¹ Smith and Ingersoll, “What are the effects of induction and mentoring on beginning teacher turnover?”

¹² Smith and Ingersoll, “What are the effects of induction and mentoring on beginning teacher turnover?”

¹³ Richard Ingersoll and Thomas Smith, “Do teacher induction and mentoring matter?” *NASSP Bulletin* 88:638 (March 2004), p. 35.

New Teacher Mentoring in Delaware

History of teacher mentoring in Delaware

In 1993, the Delaware Professional Standards Council recommended the creation of a three-year teacher induction program. The Delaware State Legislature funded an initial program in 1994 with a \$50,000 grant program for individual school districts to initiate mentoring programs. In January 1995, the State Board of Education approved funding for mentoring programs in the Colonial, Lake Forest, and Cape Henlopen school districts. By the 1995-96 school year, the state provided funds for all districts that developed their own mentoring program in conjunction with the national consulting firm Performance Learning Systems. Eight districts participated that school year, and by the 1997-98 school year all districts had programs. By the 1999-2000 school year, the school districts reported that 684 mentors supported 984 new teachers.¹⁴

The philosophy behind the Delaware new teacher mentoring program of the 1990s was that the mentor should be a helpful guide who would orient the new teacher to the school environment and its policies, as well as assist the new teacher with basic classroom-management skills. The mentoring component was augmented by professional-development workshops that were given during and after the school day. The mentoring program was voluntary; each district offered a program, and new teachers could choose whether or not to participate. New teachers were defined as any teacher new to the district, regardless of prior teaching experience, and every new teacher received the same program created by that district. As the program grew, the Delaware State Education Association provided support to the national consultant in managing day-to-day activities.

¹⁴ Steve Sassaman and William Barkley, *Final Evaluation Report of the Delaware New Teacher Mentoring Program* (Dover, DE: Delaware Department of Education, 2000).

The mentoring program was evaluated three times by Steven Sassaman (the consultant who provided support to the program) and DOE's William Barkley, and once by Audrey Noble, Kevin Laughlin, and Will Letts of the Delaware Education Research and Development Center. The 1999 Noble, et al. report focused on "best practices" for teacher mentoring programs and the variability with which the program was being implemented across the districts. The Sassaman and Barkley 2000 report was based on a brief survey of mentors and new teachers and recommended increased funding and professional-development efforts, differentiating the program for beginning and experienced teachers, clarifying the mentor role, and allowing more time for new teachers and mentors to meet or observe each other.

Delaware's current new teacher mentoring/induction program

The philosophy behind the current program was based on an extensive literature review of programs developed after 2000. DOE identified the following principles in high-quality mentoring programs:

- Learning to teach is a career-long, developmental process.
- Support should be responsive to the needs of each new teacher and embedded in every teacher's classroom practice.
- Teacher learning best occurs in collaborative environments.
- Instructional changes are most likely to occur when teachers assess their practices against recognized professional standards.
- Teaching is a continuous cycle of teaching, inquiry into practice, self-assessment, and reflection.
- Professional learning must have at its core student learning.

In 2000, the Delaware Legislature passed the Professional Development and Educator Accountability Act, which requires that every new teacher and counselor receive mentoring, not just those who choose it; teachers complete the mentoring program before they can apply for a continuing license; and mentors and new teachers spend at least 30

hours together during the first year, 18 of which must be related to the Pathwise™ program, a teacher induction package purchased from the Educational Testing Service (ETS).

For the next three years after the legislation was adopted, the older, voluntary mentoring program continued. In the 2004-05 school year, however, DOE implemented a three-year induction approach, called the Delaware New Teacher Mentoring/Induction Program, with all of its school districts and five charter schools. This common mentoring program for all new teachers is explicitly based on the ETS Pathwise™ induction program in the first year and Richard Stiggins' Classroom Assessment For Learning in the second. In the 2005-06 school year, all districts and charter schools are participating in the mentoring/induction program.

The structure, duration, and content of any program depend on its overall objectives. For example, the general goal of providing a friend in traditional mentoring programs suggests that they typically last one year, have little overall structure, and include few requirements regarding the amount of time that mentors and new teachers should meet and what they should discuss or do when they meet. The goals of newer induction programs, on the other hand, are to decrease the attrition rate, improve teacher quality, and increase student achievement. Thus, they continue for a longer time period, are highly structured with respect to the content that should be followed, and specify the number of hours that mentors and new teachers should meet in the first year.

Delaware's mentoring/induction program differently affects those involved, depending on various factors. Any new teacher with an initial license must take part in the three-year program. New teachers who have continuing licenses are required to attend a three-session program dedicated to understanding the Delaware Educator Data System (DEEDS) and the Delaware Professional Teaching Standards, and those with advanced licenses are encouraged, but not required, to attend the sessions. Although the program is

directed toward teachers, other professionals, such as nurses and counselors, also must participate.

The Delaware New Teacher Mentoring/Induction Program is divided into four cycles over three years (see Figure 1). Cycles One and Two are carried out by following certain aspects of the ETS Pathwise™ induction program. Using a “train the trainer” model, mentors are trained by lead mentors in the skills and contents of the program and then use that information to mentor new teachers. Cycle One focuses on learning about one’s teaching environment (typically the types of activities that an older-style mentoring program did) and establishing a “learning environment” in the classroom. Cycle Two focuses on an early assessment of the new teacher’s skills and designing meaningful and engaging instructional experiences for students. Throughout the first year, the Pathwise™ program emphasizes a “plan, teach, reflect, apply” cycle of learning, with classroom observations between new and experienced teachers an integral part of the process.

Cycle Three typically takes place during the new teacher’s second year, when the mentoring/induction program’s focus is on formative assessment through the Assessment For Learning program. Formative assessment is any type of individual student assessment that is used for enhancing their learning rather than measuring their level of knowledge for accountability standards or other reasons. Teachers who employ formative assessment help their students create learning targets and guide them, using various assessment tools, toward those targets. Rather than being passive test-takers, students are actively involved in creating targets and tracking progress. In the Delaware New Teacher Mentoring/Induction program, lead mentors are taught the Assessment For Learning process and then work directly with teams of new and veteran teachers as they are implementing this cycle. The Assessment For Learning program is a deliberate step to address the student achievement goals of the state and moves new teachers into a collaborative role with their colleagues. Thus, both the issues of teacher skills and student achievement are being addressed within the mentoring/induction program.

Figure 1

**Delaware New Teacher Mentoring/Induction Program
Summary of New Teacher Induction Process**

Cycle	Event	Description of Activity	Target completion
Cycle 1 - Pathwise	Teaching Environment Profile	Teachers are guided through an introduction to their class, the school, key personnel, school and district resources, and the surrounding community.	First weeks of program
	Learning Components	Teachers choose one from the following components: <ul style="list-style-type: none"> - creating an environment of respect and rapport - establishing a culture of learning - managing classroom procedures - managing student behavior - organizing physical space New teachers and mentors gather information about the component and develop a plan to implement what the new teacher has learned in the classroom.	First half of Year 1
Cycle 2 - Pathwise	Planning and Preparation	New teachers develop effective instructional experiences with the help of their mentors. New teachers are observed by their mentors while teaching a part of the curriculum. New teachers and mentors work to incorporate the feedback from the observation into the new teacher's day-to-day pedagogy.	Second half of Year 1
Cycle 3	Assessment For Learning	Lead mentors guide small groups of new teachers through the Assessment For Learning process Teachers involve students in assessing students' academic needs. Teachers and students work together to create targets and plans that address those needs.	Year 2
Cycle 4	Professional Growth Plan	New teachers work with a lead mentor to develop a five-year plan for continuing education and professional development.	Year 3

Cycle Four, which will be implemented in the 2007-08 school year, will help teachers in their third year of teaching to prepare for their next five years through the development of a professional growth plan. New teachers will work with lead mentors through this stage.

Program staff responsibilities

The Delaware New Teacher Mentoring/Induction program involves site coordinators, lead mentors, mentors, and new teachers from each school district and participating charter school. During the 2004-05 school year, 759 new teachers, 719 mentors, and 45 lead mentors from all 19 school districts and five charter schools participated in the mentoring/induction program.

In the mentoring/induction program's first year, each district's human resources director usually fulfilled the duties of site coordination. Site coordinators collect any forms that denote completion of the segments within PathwiseTM or Assessment For Learning, handle any monetary transactions (such as for individual training, paying for substitutes, and so forth), and manage any other administrative duties regarding the district or charter school's participation in the mentoring/induction program.

Mentors and lead mentors are paid for their participation in the mentoring/induction program. Mentors are paid \$750 for their first new teacher and \$250 for each additional new teacher. Lead mentors are paid \$1500. According to regulations following passage of the statute, lead mentors are required to complete the training provided by DOE and work at least 45 hours per year in lead-mentor activities, such as mentor training and assisting mentors or new teachers. Mentors are required to (1) complete training in mentoring provided by the lead mentors; (2) attend mentoring/induction program meetings; (3) spend at least 30 hours with their new teachers, 18 of which should be spent discussing PathwiseTM; and (4) submit documentation of contacts to the site coordinator.

Although not explicitly stated in the statute or regulations, new teachers, mentors, and lead mentors are required to meet other standards as set forth in the Pathwise™ and Assessment For Learning programs. These include requirements for new teachers to (1) complete and hand in several progress forms to site coordinators as they move through the Pathwise™ program; (2) observe a veteran teacher (an experienced teacher who is not the new teacher's mentor) at least once during each of the first two cycles; and (3) complete the designated activities in Assessment For Learning and turn them in to the lead mentors to verify completion of the cycle.

Mentors and lead mentors are usually trained by DOE personnel, who have been certified to train others by ETS or the Assessment Training Institute (ATI). Direct training by the organizations has also been employed. For example, one of the founders of ATI, which developed the Assessment For Learning program, gave a day-long training in Dover, followed by four days of required training for mentors in Assessment For Learning. In addition, some lead mentors and mentors have gone to trainings or conferences organized by ETS and ATI.

Evaluation of the Delaware New Teacher Mentoring/Induction Program

In Fall 2004, the Delaware DOE requested that the University of Delaware's Institute for Public Administration conduct an external evaluation of its New Teacher Mentoring/Induction Program. The Department seeks to determine the effects of the program on teacher retention, skills, and professional development (such as national board certification), as well as an understanding of how the program is being implemented and can be improved. In August 2005, DOE representatives and IPA researchers agreed that the next phase of the evaluation should include several case studies to analyze the mentoring/induction program's implementation.

The first year of the evaluation was based on a formal survey using the web-based DEEDS system to ascertain how new teachers, mentors, and lead mentors viewed and assessed the program. The evaluation effort sought to receive responses from all involved directly in the program, i.e., a complete enumeration without sampling. However, the surveys were distributed late in the school year, in competition with another survey tied to the No Child Left Behind law, and there was some confusion about the process for completing the instruments. The result was a low response rate. Regardless, suggestive findings from these surveys are presented later in this report.

The Department has both process and outcomes questions about the program. Taking the lead from academic research and program requirements set forth by law and DOE, IPA evaluators seek to answer the following questions:

- Did new teachers spend 30 hours together and 18 hours of those on Pathwise™?
- Did mentors and lead mentors receive the required training and attend the mentoring/induction program meetings?

- Did new teachers observe at least one veteran teacher during each of Cycles One and Two?
- Did the mentor observe the new teacher twice during Cycle One and once during Cycle Two?
- How many new teachers shared a common planning time with their mentors?
- To what extent were new teachers involved in collaborative activities with other teachers?

In addition to understanding how the program is being implemented throughout the state and how it can be improved, the longer-term outcomes questions are:

- Is there a relationship between implementation of the program and teacher attrition/retention rates?
- Does the program help to improve teacher classroom management and content teaching skills?
- To what extent does the program serve to improve student achievement?

Methodology and measures

As noted above, surveys of new teachers, mentors, and lead mentors were completed in late May and early June through DOE's DEEDS system. The surveys were developed from questions supplied by DOE staff, non-structured interviews with lead mentors and a limited number of others now involved in the program, and instruments used in other mentoring evaluations. Surveys of these three groups have the advantages of gathering a good deal of information from many people in a relatively short period of time in a format that can be analyzed with relative ease. Their primary disadvantage is that the survey format does not allow people to provide much, if any, context to their answers; their answers are confined to the ones provided by the survey. Consequently, the qualitative portions of the study—structured interviews and focus groups—will tell us

more about *why* people provided certain answers, and give us ideas about what is and is not working in certain school districts and charter schools.

The collection of survey data for this study was meant to be enumerative—that is, every person identified by the program as a new teacher, mentor, or lead mentor received notification of the online survey. However, the survey data collection ended with the low response rates shown in Table 1. Because of this low response rate, the Department will be taking proactive steps to increase the response rate in 2006, including moving the survey dates in relation to other required surveys and creating incentives for participants to complete their surveys.

Table 1. Response Rates for 2004 Surveys

	Program Participants	Total Survey Responses	Percent
New Teacher	759	182	24.0%
Mentor	719	125	17.4%
Lead Mentor	45	17	37.8%

Researchers analyzed the survey data collected by DOE by using simple statistical tests, including frequencies, crosstabs, and t-tests, with the SPSS statistical program. Open-ended answers were edited for spelling and grammar. This report covers many, but not all, of the questions asked in the surveys. For a complete listing of the survey questions and answers, please see the appendices.

Information about respondents

While the response rate was low, the survey's validity increases if the respondents were similar to, or representative of, the overall pool of new teachers. Survey participants allowed DOE to link their identification numbers to certain demographic information

already collected. The demographic information of new teacher respondents indicates the basic information as shown in Table 2.

Table 2. Survey respondents compared to all new Delaware teachers

Category		New Delaware Teachers	Survey respondents
Total number		891	182
Sex			
	Female	76.9 %	80.2 %
	Male	23.1 %	19.8 %
Race			
	White	84.7 %	90.0 %
	Black	12.7 %	7.7 %
	Other minority	2.6 %	2.3 %
School District Location			
	New Castle	72.6 %	60.8 %
	Kent	13.7 %	21.2 %
	Sussex	13.7 %	18.0 %

(Note: percentages may be adjusted slightly to equal 100 percent.)

Source: DOE Educational Personnel Report—New Hires (July through September)—2004-05 school year

When compared to data collected by DOE, it appears that the responses received in the new teacher survey significantly over-represent whites and under-represents minorities, and significantly under-represent New Castle County and over-represent Kent County. There is, however, no significant difference between the number of males and females when compared to all new teachers or among teaching levels (that is, those teaching elementary education versus secondary education, or regular education versus special education) when compared to all Delaware teachers (see Table 3).

Table 3. Survey respondents compared to all Delaware teachers

Category		All Delaware Teachers	Survey Respondents
Teaching level	Elementary	49.6%	48.9%
	Secondary	50.4%	47.8%
	Other		3.3%
Regular or Special	Regular Education	79.0 %	76.4%
	Special Education	21.0 %	20.3%
	Other		3.3%

Source: DOE Educational Personnel Report – All Educational Personnel 2004-05

A relatively small group of experienced Delaware teachers volunteer to become mentors. Because of various types of motivations, mentors and lead mentors are less likely to be representative of the overall pool of experienced teachers, so the issue of representativeness is less relevant here. The survey data show that 41.3 percent of responding mentors and 47.0 percent of lead mentors had served as a mentor before, indicating that the current program may have had to overcome a degree of comfort with the former program. In addition, 67.8 percent of responding mentors and 88.3 percent of lead mentors had at least a master's degree, significantly exceeding the 52.1 percent of the overall pool of teachers.¹⁵

Key survey findings

Compliance

One of the first questions to be answered is, “are the program participants fulfilling the requirements of the program?” The survey and other data provide some suggestive, but not definitive, answers. As noted earlier, the law and regulations dictate few program

¹⁵ Delaware Department of Education. Educational Personnel Report Table 1, “Profile of Full-time Classroom Teachers 2001-02 Through 2004-05.”

requirements. Three of the most important are that Pathwise™ must be followed in the first year, new teachers and their mentors must meet for at least 30 hours in the first year, and 18 of those 30 hours should be spent working through the Pathwise™ program.

It is clear that those taking part in the mentoring/induction program are following the Pathwise™ program. However, the Department does not provide for an explicit check on the other two requirements during the first year, nor did the surveys address the 18-hour requirement directly. The surveys did ask new teachers and mentors, however, how much time in general was spent discussing Pathwise™, compared to the total time that they met; 37.7 percent of new teacher respondents stated that they did so “very often” or “always”, while 42.9 percent of mentor respondents stated that they discussed Pathwise™ more than half of the time they spent with their new teachers (see Figure 2). One can conclude, then, that last year more than half of the new teacher respondents spent more than half their time with their mentors on subjects other than Pathwise™. Indeed, 80.5 percent of new teacher respondents stated that they discussed subjects unrelated to Pathwise™ either “very often” or “always.” This suggests that new teachers may have other needs that are not addressed by Pathwise™, but it is not clear if these needs were met through the “buddy system” part of mentoring or if new teachers have professional-development needs that extend beyond the capabilities of either Pathwise™ or the mentor relationship.

The surveys also asked some questions about progression through the cycles. Of the new teacher respondents who participated in the Pathwise™ program, 93.4 percent stated that they completed Cycle One and 52.7 percent stated they completed Cycle Two. Some possible reasons that only slightly more than half of new teachers completed the second cycle include (1) new teachers who were hired later had less time to move through the mentoring/induction program; (2) some new teachers and/or mentors need more time than others to complete each cycle; and (3) some school districts did not require their mentors to receive training in Cycle Two and targeted only the completion of Cycle One last year because the program was new.

Figure 2

Delaware New Teacher Mentoring/Induction Program Program Compliance Results

Discussion of Pathwise materials during new teacher/mentor meetings
(Regulations require 18 of 30 hours (60% of time) spent discussing Pathwise™.)

	<u>Often/always</u>
New teacher survey	37.7%
Mentor survey	42.9%
Topics unrelated to Pathwise (from new teacher survey)	80.5%

Observation of veteran teachers

(Recommended by DOE: at least once for each of Cycles One and Two)
(From new teacher survey)

	<u>Once or More</u>
Cycle One	96.0%
Cycle Two	92.3%

New teacher progression through program cycles

	<u>New Teacher Survey</u>	<u>Compliance Forms</u>
Completed Cycle One:	93.4 %	89.3%
Completed Cycle Two:	52.7 %	49.8%

*Source: Spring 2005 survey of new teachers and mentors, conducted by the
Institute for Public Administration for the Delaware Department of Education.*

Another method of compiling compliance data is to use the information entered into DEEDS. After the completion of each cycle, new teachers must fill out a form and submit it to their site coordinators, who then upload the information into DEEDS. DEEDS tracks the new teachers' progress through the mentoring/induction program and ensures that the program's basic requirements have been met before a teacher can receive her or his continuing license. According to the information provided by DEEDS, 89.3 percent of new teachers completed Cycle One and 49.8 percent completed Cycle Two by the end of the 2004-05 school year. As noted in Figure 2, these percentages generally are in agreement with those provided by the survey results.

The Department recommends that new teachers observe veteran teachers at least once during each of Cycles One and Two. Consequently, the survey asked new teachers about these activities. Of those respondents who completed Cycle One, 96.0 percent observed a veteran teacher once or more during that cycle. Of those respondents who completed Cycle Two, 92.3 percent observed veteran teachers once or more. The program also requires mentors to observe new teachers twice during Cycle One and once during Cycle Two. Mentors were asked whether they were provided with enough time to observe their new teachers as required by the program, and 78.4 percent of mentor respondents answered "yes." While this is a high percentage, if observing new teachers is indeed a program requirement, then program administrators, districts, and schools should find a way to allow all mentors to do so. DOE provides funds that pay for substitute teachers while mentors observe their new teachers. When asked about the types of additional support that would have helped them, some teachers noted frustration regarding this requirement. One new teacher wrote, "The school could have been more helpful with the issue of substitutes and observing. My mentor and I have different schedules and so it was very difficult to arrange for observations."

Attitudes about and degree of participation in program

Surveys can be excellent tools for measuring attitudes about a given condition or program, and many questions on the new teachers survey are related to their perceptions

about the mentoring/induction program or certain portions of it. As an overall measure, 77.6 percent of new teacher respondents who participated in Pathwise™ found it “somewhat” or “very” beneficial. Moreover, more than 90 percent of respondents found the “plan, teach, reflect, apply” process embedded in Cycles One and Two to be “somewhat” or “very” helpful (see Figure 3 for a summary of findings related to the helpfulness of Pathwise™). One teacher wrote about the process, “Reflection is such an important component of lesson planning. It helps me see how I can make better choices or modify my lessons in order to reach all learners.”

Most mentors and lead mentors also responded positively about their experience with the program. Most mentors and lead mentors felt they were trained by knowledgeable people in the major areas of mentoring, that they were prepared well during the training sessions, and were given the materials they felt were necessary to do their job. Perhaps as a result, 79.7 percent of the mentors and 100 percent of the lead mentors intended to serve again as mentors or lead mentors during the 2005-06 school year.

While the issue of compliance is relatively straightforward (one either completed a part of the program and filled out the correct form, or did not), the issue of degree of participation is more complex. In the mentoring/induction program, participants make several choices that customize the program to meet their needs. For example, Cycle One includes two main activities. The first is the teaching-environment profile, which helps to establish the new teacher within her/his school, district, and community. By doing so, it fulfills one of the primary purposes of the older mentoring model. Of the 120 respondents who answered that they completed the teaching environment profile, about 65 percent stated that the profile was “somewhat” or “very” helpful in helping them learn more about their class, school routines and policies, school and district resources available to new teachers, and the school and its relationship with the surrounding community. However, while 70.6 percent of respondents found that the teaching environment profile helped them plan for the learning needs of their students, only about half found it helped them plan for securing school, district, or community resources and services.

Figure 3

Delaware New Teacher Mentoring/Induction Program Attitudes About and Participation in Pathwise™

Overall experience with Pathwise™

New teachers:

- 77.6 % of participants found Pathwise “somewhat” or “very” beneficial.
- More than 90% of respondents found the “plan, teach, reflect, apply” process “somewhat” or “very” helpful.

Mentors:

- 91.7% were given necessary material to do their job.
- 85.0% said Pathwise™ trainer was “knowledgeable” or “very knowledgeable.”
- 77.6% intended to serve as a mentor the next year.

Cycle One – new teacher respondents

- 65.3% stated Teaching Environment Profile was “somewhat” or “very” helpful.
- 70.6% stated Teaching Environment Profile helped them plan for the learning needs of their students.

Choice of learning component:

Managing student behavior	37.1%
Managing classroom procedures	28.2%
Creating an environment of respect and rapport	12.1%
Establishing a culture of learning	10.5%
Organizing physical space	7.3%

Process questions

- 91.1% found talking with colleagues and observing veteran teachers to be “somewhat” or “very” helpful.
- 55.6% read Pathwise articles and additional materials.
- 74.2% found the reading materials to be “somewhat” or “very” helpful.

Cycle Two – new teacher respondents

- More than 80% ranked collecting and analyzing learning activities and examining assignments as “somewhat” or “very” helpful.
- More than 85% ranked talking with colleagues and observing veteran teachers as “somewhat” or “very” helpful.
- More than 85% ranked profiles of practice as “somewhat” or “very” helpful.

During the second part of Cycle One, new teachers choose one of the following learning components, as denoted in the Pathwise™ program: (1) Creating an environment of respect and rapport; (2) Establishing a culture of learning; (3) Managing classroom procedures; (4) Managing student behavior; or (5) Organizing physical space. Mentors and new teachers then work together through activities related to the given topic, but the process is generally the same: talking with colleagues, observing veteran teachers, and reading related materials. In this way, new teachers gather information about the subject and develop a plan to implement in the classroom what they have learned.

The answers given to the survey questions related to Cycle One indicate a high level of participation and overall satisfaction. Respondents rated the process steps of talking with colleagues and observing veteran teachers especially high: more than 90 percent stated these steps were “somewhat” or “very” helpful. Nearly 75 percent of the respondents found reading articles related to the learning component to be “somewhat” or “very” helpful. (However, it is noteworthy that the proportion of those who found these activities “very” helpful changed substantially according to the activity: 67.7 percent of respondents for talking with colleagues, 51.6 percent for observing a veteran teacher, and 18.7 percent for reading related materials.) In general, of the 15.4 percent of new teachers who desired additional support during Cycle One either requested a more appropriate mentor, more opportunities to observe veteran teachers, or modifications in the program for those who work with special-needs children.

Cycle Two also includes two main activities. The first is a profile of practice, which is explained below. The second is an activity that helps new teachers learn to design and plan instructional experiences for their students. While fewer new teachers completed Cycle Two, those who did gave its activities high ratings. In particular, more than 80 percent of respondents ranked collecting and analyzing learning activities, examining assignments, talking with colleagues, and observing veteran teachers as “somewhat” or “very” helpful.

New teachers and mentors may choose to complete profiles of practice more than once during the school year within the two cycles. As noted in the PathwiseTM mentor resource manual, “During the Profiles of Practice...beginning teachers are observed as they lead an instructional experience. Feedback to the beginning teacher combines the information gathered during the observation with other evidence of the beginning teacher’s practice.”¹⁶

Of those teachers who participated in PathwiseTM, 61.4 percent completed at least one profile of practice, and more than 40 percent of those completed two or more. Again, most new teacher respondents gave favorable marks to the activity, with more than 85 percent rating it as “somewhat” or “very” helpful. One new teacher commented that the process “was very helpful because I was able to establish realistic goals and work toward them. I liked that I could evaluate where I came during the first cycle and set down and establish professional growth planning activities from there.”

Outcomes

As noted earlier in the report, the long-term goals of the Delaware New Teacher Mentoring/Induction Program are to reduce new teacher attrition, improve new teacher classroom and teaching skills, and improve the academic achievement of the teachers’ students. Although it is too early in the mentoring/induction program’s life to make definitive judgments related to these outcomes, some preliminary data provide some information about new teachers’ attrition rates.

Attrition and retention

One key outcome question is whether the mentoring/induction program is having a positive effect on teacher retention rates. For the purposes of this study, retention is defined as remaining employed in a Delaware public school, and attrition is defined as the loss of Delaware public school teachers. One way to examine retention or attrition is

¹⁶ PathwiseTM Mentor Training Manual. (Princeton, N.J.: Educational Testing Service, 2001).

by using cohort data. In this case, teachers are grouped into cohorts according to the school year in which they began teaching in a Delaware public school. A preliminary analysis of new teacher cohorts starting in the 2000-01 school year and ending in the 2004-05 school year indicates that the first-year attrition rate has varied from 26.0 percent for the 2000-01 cohort to 18.6 percent for the 2004-05 cohort.¹⁷ The cohort data indicates an unsteady but significant decline in the first-year attrition rate among new teachers.

Using payroll data, DOE was able to provide information regarding whether any survey participants had left public school teaching in Delaware. Because of the small number of survey respondents, the data collected thus far can be considered only for exploratory analysis. Of the 141 new teachers who stated in the survey that they were participating in the PathwiseTM program, DOE payroll records show that 14 were no longer employed as teachers by the state in October 2005. This indicates an attrition rate of 9.9 percent for that group, which would constitute a significant drop in the overall attrition rate for first-year teachers. Further longitudinal research is necessary to confirm whether these findings will hold over time.

Although the data indicate that those who participated in PathwiseTM were less likely to depart public school teaching in Delaware than the overall beginning-teacher cohort for the 2004-05 school year, survey data do not indicate any specific relationships between teachers who stayed and left and their participation in the PathwiseTM program. For example, there is no significant difference between those who stayed and those who left in their level of participation (whether they completed Cycle Two, for example) or their assessment of the program. In addition, more than half of those who departed public school teaching in Delaware had come from outside of the state the previous year. Finally, nearly three-fourths of those who left teaching in Delaware were involved in after-school tutoring, compared to 40 percent of those who remained. No significant differences were found for any of the other school-related activities, such as coaching or

¹⁷ Terry Anderson of DOE extracted data of first-year Delaware teachers who were employed by November of the school year and compared them against data gathered in November of subsequent school years to determine whether they were still employed by a public school.

acting as a club advisor; however, after-school tutoring could be some indicator of additional stress placed upon the new teacher. Further research is needed to explore this subject.

Correlation with theory and research

Smith and Ingersoll's research suggests that new teachers whose mentors teach in the same field, who receive regular supportive communication from principals or other administrators, have common planning time or regular collaboration with other teachers in their subject area, and participate in a seminar for beginning teachers are significantly less likely to leave the profession.¹⁸ According to the new teacher survey, most new teacher respondents taught the same subject area (78.0 percent) and at the same grade level (73.6 percent) as did their mentors. In addition, 77.5 percent of new teacher respondents stated that they received regular supportive communication from their principal or other administrators, and 75.2 percent stated that they participated in a seminar or class for beginning teachers. While Smith and Ingersoll showed that having a common planning time together significantly reduces the attrition rate,¹⁹ only 55.9 percent of new teachers reported having a common planning time with other teachers. Smith and Ingersoll also grouped together certain induction supports and activities and tested each "package" for their effects on teacher attrition. They found that the first-year attrition rate of teachers who received the four above-mentioned supports declined to 12 percent from the 20 percent that those with no mentoring or induction experienced. Survey data show that only 19.2 percent of the new teacher respondents shared all four of the above-mentioned characteristics with their mentors. Because of the small number of teachers represented by this percentage, it is not possible at this time to determine the effect of these supports on attrition. Future research may clarify the answer for Delaware teachers.

¹⁸ Smith and Ingersoll, "What are the effects of induction and mentoring on beginning teacher turnover?"

¹⁹ Smith and Ingersoll, "What are the effects of induction and mentoring on beginning teacher turnover?"

Effect of mentoring on teaching

One longer-term outcome of the mentoring/induction program is for it to have a positive effect on the mentors' attitude toward teaching and teaching skills. The mentor survey asked about this issue in a general way, and 82.2 percent of respondents noted that the process had had a "somewhat" or "very" positive impact on their own teaching. It would be helpful to learn more about mentors and the effect of the program on their teaching in subsequent research.

Program Recommendations

From survey participants

While the survey responses show that most new teachers had a positive experience with the Delaware New Teacher Mentoring/Induction Program, several also suggested that it included too much paperwork and took too much of their time. As one new teacher wrote, “Many of the activities took up a lot of my time as a new teacher. It was a bit overwhelming. The idea and goal behind the program was great, but there was too much documentation, too much recording.” Another wrote, “This program takes up a lot of time as a new teacher. I think that having regular observations and discussions with my mentor is very beneficial. I feel that all of the paperwork and extra things just take up valuable planning time.” In response to national teacher surveys regarding Pathwise™, ETS has adjusted the program to become more streamlined and require less paperwork. Teachers entering the mentoring/induction program in the 2005-06 school year will experience these changes.

Some counselors and special-education teachers also pointed out that Pathwise™ does not conform to their experiences as well as it does for others. Some suggested that the program be modified to better apply to their needs. One counselor wrote that “as a counselor, the Pathwise mentor program is teacher based, which made it difficult to always complete the events. My mentor and myself would curtail the events to make them applicable to counseling when we could do so. There should be a counselor based program if indeed a mentor program is necessary for counselors.”

Several mentors suggested that the program include a refresher course for mentors who are continuing as mentors into the next year, particularly since the program is new and there is so much for them to learn. Several felt their skills as a mentor could improve by increased knowledge of Pathwise™ and the mentoring/induction program. One mentor wrote, “It might be good to have a refresher course for those not in the first year of

mentoring. This would be good for questions that arose during the previous year without having to go through the entire process again.” Mentors also suggested improvements to the timing and environment of the training experience, which usually consists of a few evening sessions in a school classroom at the beginning of the year. They also consistently suggested reducing paperwork requirements for new teachers.

From evaluators

Given the evidence from Smith and Ingersoll’s research, program administrators at all levels should seek to ensure that new teachers have the most appropriate match with their mentors. Ideally, mentors and new teachers should work in the same building, teach the same subject and grade level, and schools should ensure that they share a common planning time. While these ideas are not stated in Pathwise™ materials, an appropriate new teacher/mentor match can only help to complement the Pathwise™ program.

While the survey is a good start at understanding how participants experience the mentoring/induction program and whether its proposed outcomes will be met, the evaluation should continue via case analyses and follow-up surveys with high enough response rates to ensure internal validity. For the upcoming case analysis, four districts and two charter schools will be identified and then studied via focus groups and structured interviews of administrators, site coordinators, lead mentors, mentors, new teachers, and others. The primary goal of the case analysis is to analyze the factors that lead to full and positive implementation of the program and those factors that are problematic, obstacles to successful implementation, gaps between the induction model and practice, and implementation issues that need to be addressed. The study would include describing and analyzing the dynamics of policy and program implementation. Specifically, DOE administrators have stated the following questions about districts and individual charter schools:

1. How do they select their mentors/lead mentors?
2. How do they deal with contractual barriers to meetings and support?

3. Is their leadership team working and meeting together to develop various aspects of the program?
4. How is implementation of the second phase-learning teams proceeding?
5. What makes a good leader for this program? Why are some districts more successful at implementing the program than others?

Appendix 1:
2004-05 New Teacher Survey Questions and Answers
Delaware New Teacher Mentoring/Induction Program
(Missing answers not included)

New Teacher Survey for the Delaware New Teacher Mentoring/Induction Program
2004-05 School Year

Q1: Which of the following best describes you?

First time teacher	115	71.9%
New to public school	8	5.0%
New to state	37	23.1%
Total	160	

Q2: If you have immediate past experience teaching in another state, where did you last teach and for how many years?

DE	4	10.3%
MD	8	20.5%
NJ	7	17.9%
PA	13	33.3%
Elsewhere	7	17.9%
Total	39	

Elsewhere:

FL	1
NC	2
NY	1
SC	1
WA	2
Total	7

Q2: Number of years previously taught

1-5 years	24	60.0%
6-10 years	10	25.0%
more than 10 years	6	15.0%
Total	40	

New Teacher Survey for the Delaware New Teacher Mentoring/Induction Program **2004-05 School Year**

Q3: Do you hold certification through the National Board for Professional Teaching Standards?

No	75	91.5%
Yes	7	8.5%
Total	82	

Q4: Which best describes your teacher certification program?

Bachelor's degree	105	63.3%
Master's degree	38	22.9%
5th year program	6	3.6%
Alternative route	17	10.2%
Total	166	

Q5: Which statement best describes your participation in the State's mentoring program this year?

Pathwise	141	84.9%
3-session program	13	7.8%
Did not participate	12	7.2%
Total	166	

**Q6: If you did NOT participate in the State's mentoring program, why not?
(filtered for only those who answered that they did not participate in Q5)**

Told participation not required	6	50.0%
Told that I started position too late in year	3	25.0%
Other reasons	3	25.0%
Total	12	

New Teacher Survey for the Delaware New Teacher Mentoring/Induction Program 2004-05 School Year

Q7: If you participated in the 3-session program for teachers with continuing or professional licenses, please indicate the helpfulness of these sessions with respect to:
(filtered for only those who answered that they attended this program in Q5)

	Not very helpful	Neither	Somewhat helpful	Very helpful	% Somewhat/Very helpful
a. How to use the DEEDS system	2	0	4	4	80%
b. Maintaining professional records on DEEDS	2	2	2	4	60%
c. Review of Delaware Professional Teaching Standards	1	0	6	4	91%

Q8: Did your school or district have its own required mentoring meetings that does not involve the Pathwise program?

Yes	56	33.7%
No	52	31.3%
I don't know	58	34.9%
Total	166	

Please Note: Questions 9 and 10 are unusable, as Question 9 was incorrectly transcribed and Question 10 relies on Question 9's answers

Q11: During your formal or informal orientation to your school/district, were the following aspects of the Delaware Mentoring Program explained to you?

	Yes	% Yes	No	I don't know	Total Respondents
a. 3-year requirement set by law	131	85.1%	14	9	154
b. Overview of program's 4 cycles	101	65.6%	37	16	154
c. Personal responsibilities related to completing the program	128	83.1%	21	5	154
d. Services that should be provided by a mentor	127	82.5%	17	10	154
e. Services that should be provided by a lead mentor	109	71.7%	26	17	152
f. Services that should be provided by the site coordinator	97	63.0%	35	22	154

Q 12 was filtered to include only those who participated in Pathwise (Q5)

New Teacher Survey for the Delaware New Teacher Mentoring/Induction Program **2004-05 School Year**

Q 12: Did you and your mentor complete the Teaching Environment Profile?

Yes	120	88.2%
No	4	2.9%
I don't know	12	8.8%
Total	<u>136</u>	

Qs 13 and 14 were filtered to accept only those who answered "I participated in the Pathwise program" in Question 5, and "Yes" to Question 12.

Q 13: Please indicate the helpfulness of Teaching Environment Profile in regard to getting to know each of the following:

	Not at all helpful	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/ Very Helpful	Total Respondents
a. Your class	5	16	17	59	22	68.1%	119
b. Your school routines and policies	5	9	24	59	22	68.1%	119
c. Resources available to you in your school and district	4	10	30	51	24	63.0%	119
d. Your school and its relationship with the community	5	11	29	53	21	62.2%	119

New Teacher Survey for the Delaware New Teacher Mentoring/Induction Program 2004-05 School Year

Q 14: Please indicate the helpfulness of Teaching Environment Profile in planning for each of the following:

	Not at all helpful	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/ Very Helpful	Total Respondents
a. The learning needs of your students	4	10	21	63	21	70.6%	119
b. Securing school/ district resources	8	14	44	40	12	44.1%	118
c. Securing school/ district services	6	9	37	52	15	56.3%	119
d. Securing community services for students who may need them	7	15	43	44	9	44.9%	118
e. Securing community resources for programs/events	9	15	41	44	9	44.9%	118

Q 15 was filtered to include only those who participated in Pathwise (Q5)

Q 15: Did you and your mentor complete Cycle One?

Yes	127	93.4%
No	5	3.7%
I don't know	4	2.9%
Total	136	

Qs 16 through 25 were filtered for Q5 and for having completed Cycle One (Q 15)

Q 16: In cycle One (Creating a Learning Environment) you were to select one component of this domain for your focus. Which one did you select?

Creating an environment of respect and rapport	15	12.1%
Establishing a culture of learning	13	10.5%
Managing classroom procedures	35	28.2%
Managing student behavior	46	37.1%
Organizing physical space	9	7.3%
I don't know	6	4.8%
Total	124	

New Teacher Survey for the Delaware New Teacher Mentoring/Induction Program

2004-05 School Year

Q17: Please indicate the helpfulness of each of the three steps when you were focusing on your Creating a Learning Environment experiences:

	Not at all helpful	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/Very Helpful	Total Respondents
a. Talking with colleagues	3	1	7	31	82	91.1%	124
b. Observing a veteran teacher	3	2	6	43	70	91.1%	124
c. Reading materials	4	7	21	67	25	74.2%	124

Q18: Which articles did you read that were related to the component that you chose?

Only articles provided in the Pathwise kit	26	21.0%
Only outside materials related to the component I chose	22	17.7%
Articles in Pathwise kit AND additional materials	69	55.6%
I did not read any articles	7	5.6%
Total	124	

Q 19: How many times were you provided with the opportunity to observe a veteran teacher during Cycle 1?

Once	15	12.1%
Twice	37	29.8%
More than twice	67	54.0%
Never	5	4.0%
Total	124	

Q20: How helpful was the feedback provided by your mentor in helping you to identify areas of strength and areas for improvement?

	Not at all helpful	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/Very Helpful	Total Respondents
Mentor did not provide this type of feedback	3	2	5	28	85	91.1%	124

New Teacher Survey for the Delaware New Teacher Mentoring/Induction Program

2004-05 School Year

Q 21: How helpful was the evidence of your practice collected through the observations of your work in helping you to identify the level of your current practice in this domain?

Mentor did not provide this type of evidence	Not at all helpful	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/Very Helpful	Total Respondents
0	1	4	12	55	52	86.3%	124

Q 22: Which best describes the interactions between you and mentor at the closure conference? Check all that apply.

Told me how s/he ranked my performance on the rubric	44	34.6%
Provided me with evidence and guided me to rank my performance on the rubric	59	46.5%
Supported my statements with evidence from my practice	70	55.1%
Used the evidence of practice to assist me in setting goals	82	64.6%
Total respondents	127	

Q 23: Please indicate the helpfulness of the following supports in identifying your level of performance:

	Not at all helpful	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/Very Helpful	Total Respondents
a. Talking with colleagues	1	1	3	35	84	96.0%	124
b. Observing a veteran teacher	3	0	5	52	64	93.5%	124
c. Reading materials	3	4	24	69	23	74.8%	123

Q 24: Please indicate the helpfulness of following supports in setting goals for the future:

	Not at all helpful	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/Very Helpful	Total Respondents
a. Talking with colleagues	2	0	4	30	86	95.1%	122
b. Observing a veteran teacher	3	0	11	46	63	88.6%	123
c. Reading materials	3	3	24	70	23	75.6%	123

New Teacher Survey for the Delaware New Teacher Mentoring/Induction Program **2004-05 School Year**

Q 25: Do you feel that you could have used additional support in completing Cycle 1?

Yes	19	15.4%
No	92	74.8%
I don't know	12	9.8%
Total	123	

Q 26: If you could have used additional support, please tell us what kind of support would have helped and why.
(Open-ended question)

Q 27 was filtered only for Q5 (did participate in Pathwise)

Q27: Did you and your mentor complete Cycle Two (Planning Instructional Experiences) this year?

Yes	68	51.5%
No	47	35.6%
I don't know	17	12.9%
Total	132	

Qs 28 through 35 were filtered for Q5 (participated in Pathwise) and Q 27 (completed Cycle 2)

Q 28: How helpful was collecting and analyzing learning activities for the following purposes ?

	Not at all helpful	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/ Very Helpful	Total Respondents
a. Building an understanding of how to determine if assignments match their stated purpose	1	3	7	28	26	83.1%	65
b. Constructing learning experiences for students that are intellectual engaging and aligned with intended purposes	1	1	4	28	31	90.8%	65

New Teacher Survey for the Delaware New Teacher Mentoring/Induction Program

2004-05 School Year

Q 29: How helpful was examining assignments in terms of their intellectual engagement for constructing learning experiences for your students?

	Not at all helpful	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/ Very Helpful	Total Respondents
	2	2	8	31	22	81.5%	65

Q30: How many times did you observe veteran teachers during Cycle 2?

Never	5	7.7%
Once	26	40.0%
Twice	17	26.2%
More than twice	17	26.2%
Total	65	

Q 31: Please indicate the helpfulness of the following supports as you worked through Cycle 2

	Not at all helpful	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/ Very Helpful	Total Respondents
a. Talking with colleagues	1	0	5	15	43	90.6%	64
b. Observing a veteran teacher	2	0	6	23	34	87.7%	65
c. Reading materials	1	1	13	31	18	76.6%	64

Q 32: Which articles did you read that were related to the domain that you chose?

Only those in the Pathwise kit	15	23.1%
Only outside materials related to the domain I chose	15	23.1%
Pathwise kit articles AND additional materials related to the domain I chose	31	47.7%
I did not read any articles	4	6.2%
Total	65	

New Teacher Survey for the Delaware New Teacher Mentoring/Induction Program

2004-05 School Year

Q 33: How helpful was the collection of evidence of your practice in identifying the level of your current practice in this domain?

	Not at all helpful	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/ Very Helpful	Total Respondents
	1	2	9	34	19	81.5%	65

Q 34: Which best describes the interactions between you and your mentor at the closure conference? Check all that apply.

Told me how s/he ranked my performance on the rubric	22	32.4%
Provided me with evidence and guided me to rank my performance on the rubric	28	41.2%
Supported my statements with evidence from my practice	36	52.9%
Used the evidence of practice to assist me in setting goals	45	66.2%
Total respondents	68	

Q 35: How helpful is the application of the process (Plan, Teach, Reflect, Apply) in the following outcomes?

	Not at all helpful	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/ Very Helpful	Total Respondents
a. Identifying your level of performance	1	1	2	33	28	93.8%	65
b. Setting goals for the future	1	1	3	26	34	92.3%	65
c. Improving your lessons and practice	1	1	3	27	33	92.3%	65

Q 36: Please comment, using your experience from this year, on whether you found the Plan, Teach, Reflect, Apply process to be effective in your day-to-day teaching and provide examples if possible. (Open-ended question)

New Teacher Survey for the Delaware New Teacher Mentoring/Induction Program **2004-05 School Year**

Q 37 was filtered only for Q5 (did participate in Pathwise)

Q 37: Did you complete at least one Profile of Practice and/or Professional Growth Plan this year?

Yes	78	61.4%
No	19	15.0%
I don't know	30	23.6%
Total	127	

Qs 38, 39, and 40 were filtered for Q5 (participated in Pathwise) and Q37 (completed Profile of Practice or Prof Growth Plan)

Q 38: How many times did you complete a Profile of Practice and/or Professional Growth Plan in the past year?

Once	38	51.4%
Twice	25	33.8%
Three times	6	8.1%
More than 3 times	5	6.8%
Total	74	

Q 39: How helpful did you find having a mentor collect evidence of your practice and share it with you?

Not at all helpful	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/Very Helpful	Total Respondents
2	0	8	38	26	86.5%	74

Q 40: How helpful did you find considering evidence of practice provided by your mentor when constructing a Professional Growth Plan?

Not at all helpful	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/Very Helpful	Total Respondents
2	0	8	35	27	86.1%	72

New Teacher Survey for the Delaware New Teacher Mentoring/Induction Program **2004-05 School Year**

Qs 42, 44, 45, and 46 are filtered only for Q5 (participated in Pathwise)

Q 42: Overall, how beneficial was the Delaware new teacher mentoring program to you?

	Not at all beneficial	Not very beneficial	Neither beneficial nor unbeneficial	Somewhat beneficial	Very beneficial	% Somewhat/ Very beneficial	Total Respondents
	0	8	9	37	22	77.6%	76

Q 43: In your opinion, how could the Delaware New Teacher Mentoring Program be improved?
(Open-ended question)

Q 44: I was matched with my mentor:

Before school started	53	43.1%
During the first month of school	44	35.8%
Between October and December	18	14.6%
Between January and March	7	5.7%
I do not have an assigned mentor	1	0.8%
Total	123	

Q 45: My mentor:

	Yes	% Yes	No	Unsure	Total Respondents
Teaches the same subject area	96	78.0%	26	1	123
Teaches the same grade level	89	73.6%	30	2	121
Teaches on the same instruction team	59	49.6%	57	3	119
Teaches in the same building	118	96.7%	4	0	122
Shares a common planning time with me	50	41.3%	70	1	121

New Teacher Survey for the Delaware New Teacher Mentoring/Induction Program **2004-05 School Year**

Q 46: Of the time you spent with your mentor this past year, how often did you discuss the following topics?

	Never	Rarely	Sometimes	Very often	Always	% Often/ Always	Total Respondents
a. Pathwise	4	15	57	42	4	37.7%	122
b. District mentoring activities other than Pathwise	9	31	50	30	2	26.2%	122
c. Subjects unrelated to Pathwise	1	1	22	62	37	80.5%	123

The following questions were not filtered at all

Q47: I am teaching the grade level/age I wanted to teach

Agree	106	73.6%
Disagree	7	4.9%
Undecided	31	21.5%
Total	144	

Q48: I am teaching the subject I wanted to teach

Agree	123	86.0%
Disagree	10	7.0%
Undecided	10	7.0%
Total	143	

Q49: During this year, I was involved in following school activities:

	Yes	% Yes	No	% No	Total Respondents
a. coaching responsibilities	19	15.0%	108	85.0%	127
b. school committees	90	64.7%	49	35.3%	139
c. clusters participation	40	31.3%	88	68.8%	128
d. after-school tutoring	60	45.1%	73	54.9%	133
e. district committees/projects	39	29.3%	94	70.7%	133

New Teacher Survey for the Delaware New Teacher Mentoring/Induction Program 2004-05 School Year

Q50: During the past year, I had the following duties as part of work assignment:

	Yes	% Yes	No	% No	Total Respondents
a. extracurricular assignments	51	37.8%	84	62.2%	135
b. travel to more than 1 school	7	5.4%	122	94.6%	129
c. administrative duties	101	72.7%	38	27.3%	139
d. classes with discipline problems	106	75.2%	35	24.8%	141

Q51: During this year, I received the following kinds of support:

	Yes	% Yes	No	% No	Total Respondents
a. reduced teaching schedule	4	2.9%	136	97.1%	140
b. reduced number of preparations	7	5.1%	131	94.9%	138
c. common planning time with teachers in your subject	80	55.9%	63	44.1%	143
d. seminars or classes for beginning teachers	106	75.2%	35	24.8%	141
e. extra classroom assistance	45	32.1%	95	67.9%	140
f. regular supportive communication with principal or other administrators	110	77.5%	32	22.5%	142

New Teacher Survey for the Delaware New Teacher Mentoring/Induction Program **2004-05 School Year**

Q52: In which month did you begin actively looking for a teaching position?

January	16	11.1%
February	10	6.9%
March	20	13.9%
April	21	14.6%
May	25	17.4%
June	21	14.6%
July	11	7.6%
August	10	6.9%
September	1	0.7%
October	2	1.4%
November	3	2.1%
December	4	2.8%
Total	144	

Q53: In which month were you offered a position by your current school/district?

January	2	1.4%
February	5	3.5%
March	4	2.8%
April	8	5.6%
May	11	7.7%
June	15	10.5%
July	19	13.3%
August	48	33.6%
September	15	10.5%
October	8	5.6%
November	4	2.8%
December	4	2.8%
Total	143	

Q54: What type of contract were you issued for the 2004-2005 school year?

Permanent	94	64.8%
Temporary	50	34.5%
Part-time	1	0.7%
Total	145	

New Teacher Survey for the Delaware New Teacher Mentoring/Induction Program 2004-05 School Year

Q55: What type of contract have you been offered by your current school/district for the 2005-2006 school year?

Permanent	99	68.8%
Temporary	12	8.3%
Part-time	0	0.0%
Have no offer at this time	33	22.9%
Total	144	

Q56: Are you planning to return to school next year?

Yes	113	79.0%
No	7	4.9%
Not sure	23	16.1%
Total	143	

Q57: Are you planning to:

	Yes	% Yes	No	Unsure	Total
a. teach in another school in your district	6	4.2%	119	18	143
b. teach in a different DE district	3	2.1%	129	11	143
c. teach at a private school	1	0.7%	130	11	142
d. teach in another state	6	4.2%	124	13	143
e. take temporary leave	3	2.1%	136	4	143
f. leave the profession permanently	0	0.0%	135	6	141

New Teacher Survey for the Delaware New Teacher Mentoring/Induction Program **2004-05 School Year**

Q58: If you are planning to leave your current position, indicate how important each of the following reasons is to your decision.

	Not at all important	Slightly important	Somewhat important	Very important	Extremely important	% Very/ Extremely Important	Total respondents
a. changing residence	20	3	5	4	7	28.2%	39
b. better salary/benefits	17	2	7	4	6	27.8%	36
c. better teaching assignment	12	1	7	5	12	45.9%	37
d. dissatisfied with current workplace conditions	10	5	9	6	7	35.1%	37
e. dissatisfied with support from administration	14	3	9	6	4	27.8%	36
f. dissatisfied with changes in my job description or responsibilities	19	3	9	2	3	13.9%	36
g. not prepared to implement reform measures	24	2	8	2	0	5.6%	36
h. being laid off or involuntarily transferred	25	0	6	1	4	13.9%	36
i. dissatisfied with opportunities for professional development	22	3	7	1	3	11.1%	36
j. dissatisfied for other reasons	14	3	9	4	6	27.8%	36

Appendix 2:
2004-05 Mentor Survey Questions and Answers
Delaware New Teacher Mentoring/Induction Program
(Missing answers not included)

Mentor Survey for the Delaware New Teacher Mentoring/Induction Program **2004-05 School Year**

Q1: How were you selected as a mentor?

Recommendation from an administrator	37	30.6%
Interview process	0	0.0%
Asked by lead mentor	41	33.9%
Volunteered	42	34.7%
Applied for position - no interview	1	0.8%
Total	121	

Q2: How many years have you served as a mentor?

First year	71	58.7%
Two to four years	39	32.2%
More than four years	11	9.1%
Total	121	

Q3: Do you intend to serve as mentor next year?

Yes	94	79.7%
No	24	20.3%
Total	118	

Q4: Do you hold certification through the National Board for Professional Teaching Standards?

Yes	7	5.9%
No	112	94.1%
Total	119	

Mentor Survey for the Delaware New Teacher Mentoring/Induction Program **2004-05 School Year**

Q5: Which best describes your educational level?

Bachelor's degree	9	7.4%
Bachelor's degree plus additional credits	30	24.8%
Master's degree	22	18.2%
Master's degree plus additional credits	60	49.6%
Doctorate degree	0	0.0%
Total	121	

Q6: How many years have you been teaching?

One to five	22	18.2%
Six to ten	38	31.4%
11 to 15	20	16.5%
16 to 20	11	9.1%
21 to 25	12	9.9%
26 to 30	10	8.3%
More than 30	8	6.6%
Total	121	

Q7: Which best describes your position?

Full-time classroom teacher	106	87.6%
Instructional support teacher	9	7.4%
Specialist, such as nurse, psychologist, or counselor	6	5.0%
Full-time release mentor	0	0.0%
Retired educator	0	0.0%
Total	121	

Mentor Survey for the Delaware New Teacher Mentoring/Induction Program **2004-05 School Year**

Q8: I was matched with my mentee:

Before school began	39	32.2%
During the first month of school	50	41.3%
Between October and December	23	19.0%
Between January and March	9	7.4%
Total	121	

Q9: My mentee:

	Yes	% Yes	No	Unsure	# of Respondents
a. Teaches the same subject area as I do	95	82.6%	20	0	115
b. Teaches the same grade level that I do	96	84.2%	18	0	114
c. Teaches on the same instruction team that I do	59	52.7%	51	2	112
d. Teaches in the same building as I do	111	96.5%	4	0	115
e. Shares a common planning time with me	58	51.8%	54	0	112

Q10: When did you meet with your mentee? Check all that apply.

Before school hours	81	65.3%
During planning time	73	58.9%
Other school hours	71	57.3%
After school hours	107	86.3%
Total respondents	124	

Mentor Survey for the Delaware New Teacher Mentoring/Induction Program 2004-05 School Year

Q11: During this year, I received the following kinds of support:

	Yes	% Yes	No	% No	Total Respondents
a. reduced teaching schedule	1	0.9%	109	99.1%	110
b. reduced number of preparations	0	0.0%	110	100.0%	110
c. common planning time	55	46.2%	64	53.8%	119
d. release from meetings to work together	5	4.5%	106	95.5%	111
e. extra classroom assistance (e.g., teacher aides)	10	9.0%	101	91.0%	111

Q12: During your training, were the following aspects of the Delaware New Teacher Mentoring/Induction Program explained?

	Yes	% Yes	No	I don't know	Total Respondents
a. 3-year requirement as set by law	97	80.8%	11	12	120
b. Overview of the program's four cycles	102	85.7%	9	8	119
c. Personal responsibilities related to completing the program	114	97.4%	2	1	117
d. Services that should be provided to you by lead mentors	85	71.4%	21	13	119
e. Services that should be provided by the site coordinator	79	67.5%	21	17	117

Q13: Were you provided with the mentor materials necessary to do your job?

Yes	111	91.7%
No	7	5.8%
I don't know	3	2.5%
Total	121	

Mentor Survey for the Delaware New Teacher Mentoring/Induction Program 2004-05 School Year

Q14: When were you trained in the Pathwise Program?

Before school started	10	8.3%
During the school year	104	86.0%
One-on-one by a lead mentor	7	5.8%
Total	121	

Q15: Were the following topics covered in your training?

	Yes	% Yes	No	I don't know	Total Respondents
a. How to collect evidence of practice	107	89.2%	9	4	120
b. How to provide descriptive feedback	116	95.9%	4	1	121
c. Requirements of the inquiries	104	87.4%	7	8	119
d. How to use the scoring rubrics	94	79.0%	16	9	119
e. Alignment to <i>Framework for Teaching</i>	100	84.7%	7	11	118
f. How to work with adult learners	60	50.8%	34	24	118
g. How to use cognitive coaching	67	56.3%	24	28	119
h. How to explain the information gathering steps to a new teacher	98	81.7%	14	8	120
i. Difference between summative and formative assessment	100	82.6%	11	10	121
j. Bias training	60	50.4%	33	26	119

Mentor Survey for the Delaware New Teacher Mentoring/Induction Program 2004-05 School Year

Q16: Which best describes the person(s) delivering the training?

Not knowledgeable	0	0.0%
Somewhat knowledgeable	18	15.0%
Knowledgeable	55	45.8%
Very knowledgeable	47	39.2%
Total	120	

Q17: How might the Pathwise training be improved? (Open-ended question)

Q18: My mentee and I completed the Teaching Environmental Profile

Yes	94	79.0%
No	9	7.6%
I don't know	16	13.4%
Total	119	

Questions 19 and 20 are filtered for only those who answered "Yes" to Q 18

Q19: How helpful was the Environmental Profile in helping you provide information to your mentee about each of the following:

	Not at all helpful	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/ Very Helpful	Total Respondents
a. Their class	2	10	9	54	19	77.7%	94
b. Your school routines and policies	2	7	10	40	35	79.8%	94
c. Resources available to you in your school and district	1	9	16	41	26	72.0%	93
d. Your school and its relationship with the community	5	9	12	50	18	72.3%	94

Mentor Survey for the Delaware New Teacher Mentoring/Induction Program 2004-05 School Year

Q20: How helpful if the Environmental Profile in helping you provide the mentee with the following information?

	Not at all helpful	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/ Very Helpful	Total Respondents
a. Learning needs of their students	3	9	15	43	23	71.0%	93
b. Securing school/district resources for students	8	11	20	41	12	57.6%	92
c. Securing school/district services for students	8	9	17	42	17	63.4%	93
d. Securing community services for students	9	11	30	35	7	45.7%	92
e. Securing community resources for students	9	14	26	37	7	47.3%	93

Q21: Did you and your mentee complete these activities this year?

	Yes	% Yes	No	I don't know	Total Respondents
a. Creating a Classroom Environment	105	89.7%	9	3	117
b. Profile of Practice	87	75.7%	19	9	115
c. Individual Growth Plan	88	76.5%	20	7	115
d. Designing Instructional Experiences	80	68.4%	23	14	117

Q22: Were you provided with the time to observe the mentee as required in each event?

Yes	91	78.4%
No	25	21.6%
Total	116	

Mentor Survey for the Delaware New Teacher Mentoring/Induction Program

2004-05 School Year

Question 23 was filtered for only those who stated they completed the Classroom Environment cycle

Q23: If you completed the Classroom Environment cycle, please indicate its helpfulness for assessing new teacher's strengths and weaknesses

	Not at all helpful	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/Very Helpful	Total Respondents
	1	2	8	49	38	88.8%	98

Qs 24 and 25 were filtered for only those who stated they completed the Designing Instructional Experiences cycle

Q24: If you completed the Designing Instructional Experiences (Planning and Preparation), how helpful was it in helping you and your mentee develop the skill of matching an activity to the intended purpose?

	Not at all helpful	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/Very Helpful	Total Respondents
	1	1	4	41	25	91.7%	72

Q25: If you completed the Designing Instructional Experiences (Planning and Preparation), how helpful was it in helping you and your mentee in designing activities which are intellectually engaging to students?

	Not at all helpful	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/Very Helpful	Total Respondents
	1	1	6	39	25	88.9%	72

Q26: Considering all of the time and interactions with the mentee and the program, which best describes the impact of the process on your personal teaching?

	Very negative	Somewhat negative	Neither positive nor negative	Somewhat positive	Very positive	% Somewhat/Very positive	Total Respondents
	0	2	18	65	31	82.8%	116

Mentor Survey for the Delaware New Teacher Mentoring/Induction Program
2004-05 School Year

Q27: You are required to spend 30 hours with your mentee, what percent of that time with your mentee was spent on just the Pathwise program?

0% to 25%	31	27.7%
26% to 50%	33	29.5%
51% to 75%	21	18.8%
76% to 110%	27	24.1%
Total	112	

Q28: Did your district require new teachers to attend sessions not related to Pathwise?

Yes	No	I don't know	Total Respondents
48	18	48	114

Q29: Is there any additional training that you feel you need in order to perform your responsibilities as a mentor?
(Open-ended question)

Appendix 3:
2004-05 Lead Mentor Survey Questions and Answers
Delaware New Teacher Mentoring/Induction Program
(Missing answers not included)

Lead Mentor Survey for the Delaware New Teacher Mentoring/Induction Program **2004-05 School Year**

Q1: How were you selected as a lead mentor?

Recommendation	8	47.1%
Interview process	1	5.9%
Volunteered	8	47.1%
Applied for position	0	0.0%
Total	17	

Q2: How many years have you served as a lead mentor?

First year	9	64.3%
Two to four years	4	28.6%
More than four years	4	28.6%
Total	17	

Q3: Do you intend to serve as a lead mentor next year?

Yes	17	100.0%
No	0	0.0%
Total	17	

Q4: Do you hold certification through the National Board for Professional Teaching Standards?

Yes	2	11.8%
No	15	88.2%
Total	17	

Lead Mentor Survey for the Delaware New Teacher Mentoring/Induction Program **2004-05 School Year**

Q5: What best describes your educational level?

Bachelor's degree	0	0.0%
Bachelor's degree plus additional credits	2	11.8%
Master's degree	2	11.8%
Master's degree plus additional credits	11	64.7%
Doctorate degree	2	11.8%
Total	17	

Q6: How many years have you been teaching?

One to five	0	0.0%
Six to ten	4	23.5%
11 to 15	5	29.4%
16 to 20	2	11.8%
21 to 25	2	11.8%
26 to 30	2	11.8%
More than 30	2	11.8%
Total	17	

Q7: Which best describes your regular position in your district?

Full-time classroom teacher	11	64.7%
Instructional support teacher	5	29.4%
Specialist such as nurse, psychologist, or counselor	1	5.9%
Full-time release lead mentor	0	0.0%
Retired educator	0	0.0%
Total	17	

Lead Mentor Survey for the Delaware New Teacher Mentoring/Induction Program 2004-05 School Year

Q8: Which best describes the role(s) that you play in the mentoring program? Check all that apply.

	Yes	
Oversight of entire program	8	47.1%
Oversight of Pathwise cycles	14	82.4%
Trained in Assessment for Learning	8	47.1%
Assist as site coordinator	8	47.1%
Conduct "new to state" workshops	10	58.8%
Other responsibilities	7	41.2%
Total respondents	17	

**Q9: During your training were the following aspects of the Delaware Mentoring/Induction Program explained to you?
Check all that apply.**

	Yes	
3-year requirement set by law	17	100.0%
Overview of program's four cycles	17	100.0%
Personal responsibilities related to completing the program	17	100.0%
Services that should be provided to you by the mentors	13	76.5%
Services that should be provided to you by the site coordinator	15	88.2%
Total respondents	17	

Q10: Were you provided with the materials necessary to do your job?

Yes	16	94.1%
No	0	0.0%
Not sure	1	5.9%
Total	17	

Q11: If you took part in the Pathwise training, which best describes how well this experience prepared you for your role in each of the categories?

Lead Mentor Survey for the Delaware New Teacher Mentoring/Induction Program 2004-05 School Year

	Not at all	Not very well	Neither well nor not well	Somewhat well	Very well	% Somewhat/ Very well	Total respondents
a. How to collect evidence of practice	0	0	0	3	10	100.0%	13
b. How to provide descriptive feedback	0	0	0	2	11	100.0%	13
c. Requirements of the inquiries	0	0	0	3	10	100.0%	13
d. How to use the scoring rubrics	0	0	2	3	8	84.6%	13
e. Alignment to <i>A Framework for Teaching</i>	0	0	1	2	10	92.3%	13
f. How to work with adult learners	0	0	0	5	8	100.0%	13
g. How to use Cognitive Coaching	0	1	1	4	7	84.6%	13
h. How to explain information gathering steps to new teachers	0	0	0	2	11	100.0%	13
i. Difference between summative and formative assessment	0	1	0	4	8	92.3%	13
j. Bias training	0	2	2	5	4	69.2%	13

Q12: After the sessions some of you took part in discussions about the implementation plan for this year, please consider how you felt about your involvement in these sessions. Please check all that apply.

	Yes
My ideas were heard	10
I was included in the decision-making process	10
It helped me clarify expectations of new teachers	8
It helped me understand perspective of other districts	5
I did not take part in discussions	4
Total respondents	17

Q13: How helpful do you feel the program will be in developing the skills related to Classroom Environment and Planning and Instruction in new teachers?

Lead Mentor Survey for the Delaware New Teacher Mentoring/Induction Program **2004-05 School Year**

Not helpful at all	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/Very helpful	Total Respondents
0	0	0	3	13	100.0%	16

Q14: What changes or modifications in the training of Pathwise would you recommend? (Open-ended question)

Q15: If you took part in the Assessment for Learning Training, which best describes the experience related to each of the topics.

	Not helpful at all	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/Very helpful	Total Respondents
a. Understanding clear targets	0	0	0	1	6	100.0%	7
b. Understanding how to run learning teams	0	0	0	4	3	100.0%	7
c. Understanding the seven strategies	0	0	0	2	5	100.0%	7
d. Understanding how to evaluate the quality of assessments	0	0	0	0	0		0
e. Difference between Assessment for and Assessment of Learning	0	0	0	1	6	100.0%	7
f. Student involvement in the assessment process	0	0	0	2	5	100.0%	7

Lead Mentor Survey for the Delaware New Teacher Mentoring/Induction Program 2004-05 School Year

Q16: After the sessions you were invited to take part in discussions about the implementation plan for this cycle. Please consider how you felt about your involvement in these sessions. Please check all that apply.

	Yes	
My ideas were heard	3	60.0%
I was included in the decision-making process	0	0.0%
It helped me clarify expectations of new teachers	0	0.0%
It helped me understand perspective of other districts	0	0.0%
It helped me clarify responsibilities of lead mentors	0	0.0%
I was invited but did not attend	2	40.0%
Total respondents	5	

Q17: How helpful do you feel the program will be in developing the skills related to assessment literacy in new teachers?

	Not helpful at all	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/Very helpful	Total Respondents
	0	0	0	2	4	100.0%	6

Q18: Please share your comments and suggestions for implementation of Cycle Three, Assessment for Learning.
(Open-ended question)

Q19: If you requested information about the implementation of the Pathwise program, how helpful was the DOE staff in helping you with your questions?

	Not helpful at all	Not very helpful	Neither helpful nor unhelpful	Somewhat helpful	Very helpful	% Somewhat/Very helpful	Total Respondents
	0	0	0	4	3	100.0%	7

Lead Mentor Survey for the Delaware New Teacher Mentoring/Induction Program 2004-05 School Year

Q20: If you requested information of the DOE staff via email, which best describes the response time?

Very slow	Slow	Average	Quick	Very Quick	% Quick/ Very quick	Total Respondents
0	0	0	2	5	100.0%	7

Q21: If you called the office for information, which best describes the response time?

Very slow	Slow	Average	Quick	Very Quick	% Quick/ Very quick	Total Respondents
0	0	1	1	4	83.3%	6

Q22: If you required technical assistance in reference to the electronic system, which best describes the response time?

Very slow	Slow	Average	Quick	Very Quick	% Quick/ Very quick	Total Respondents
0	0	1	1	5	85.7%	7

Q23: In regard to communication about events, which best describes the staff communications?

No communications received	4	26.7%
Communicated once	0	0.0%
Communicated multiple times	11	73.3%
Total	15	

Q24: If you took part in the summer Pathwise training, which best describes the quality of the training?

Bad	Not so good	So So	Very Good	Excellent	% Very Good/ Excellent	Total Respondents
0	0	1	4	3	87.5%	8

Did not take part in training

6

Q25: If you took part in the Assessment for Learning training, which best describes the quality of the training?

Lead Mentor Survey for the Delaware New Teacher Mentoring/Induction Program **2004-05 School Year**

	Bad	Not so good	So So	Very Good	Excellent	% Very Good/ Excellent	Total Respondents
	0	0	0	4	3	100.0%	7

Did not take part in training 7

Q26: Have you ever taken a class in or been formally trained in how to work with adult learners?

Yes	8	53.3%
No	7	46.7%
Total	15	

Q27: Based on the role that you play in the program, check any of the following training topics that would be of interest to you.

	Yes	
Cognitive coaching	7	53.8%
Closing the achievement gap	10	76.9%
Data, Dialog, Decisions	6	46.2%
Brain compatible classrooms	3	23.1%
Standards based grading	4	30.8%
Other	1	7.7%
Total Respondents	13	

Q27b: If you selected "Other", please describe. (Open-ended question.)

Q28: Did DOE staff come to and conduct direct services to your district/charter school this year?

Yes	10	66.7%
No	2	13.3%
Don't know	3	20.0%
Total	15	

Q28b: How could the DOE staff improve the services that they provide to you as a lead mentor? (Open-ended question.)

Lead Mentor Survey for the Delaware New Teacher Mentoring/Induction Program

2004-05 School Year

Q29: Does your district share the information about funds received from DOE with the lead mentors ?

Yes	9	64.3%
No	1	7.1%
I don't know	4	28.6%
Total	14	

Q30: Did you attend a conference paid for from mentoring funds?

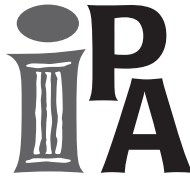
Yes	8	57.1%
No	6	42.9%
Total	14	

Q30b: If so, please indicate the conference(s) and the topic(s) below. (Open-ended question)

Q31: Did your district contract for outside training consultants using mentoring funds?

Yes	4	33.3%
No	8	66.7%
Total	12	

Q31b: If so, please indicate the consultant(s) and the topic(s) in the space below. (Open-ended question)

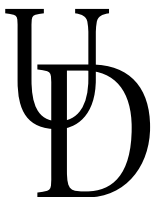


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