Revere Public Schools New Teacher Survey

This survey is given to all new teachers at the end of the year in electronic survey format.

1. What school(s) do you work at?
2. What grade level(s) do you work with? (Check all that apply)
	1. PK
	2. KG
	3. 1st
	4. 2nd
	5. 3rd
	6. 4th
	7. 5th
	8. 6th
	9. 7th
	10. 8th
	11. 9th
	12. 10th
	13. 11th
	14. 12th
3. What subject area(s) do you teach?
4. During a typical week, about how many hours do you have contact with your mentor? (select one option)
	1. Less than one hour
	2. One hour
	3. Up to 2 hours
	4. Up to 3 hours
	5. Up to 4 hours
	6. More than 4 hours
5. During a typical week, the number of times I meet with my mentor has been: (select one option)
	1. Less than once a week
	2. Once per week
	3. Two to three times per week
	4. Four or more times per week
6. How do you typically work with your mentor? (select one answer per question)
	1. Individual face to face
		1. Seldom or never
		2. 1 to 2 times monthly
		3. 3 to 4 times monthly
		4. 5 or more times monthly
	2. Group meetings with other new teachers
		1. Seldom or never
		2. 1 to 2 times monthly
		3. 3 to 4 times monthly
		4. 5 or more times monthly
	3. Observations of my classroom
		1. Seldom or never
		2. 1 to 2 times monthly
		3. 3 to 4 times monthly
		4. 5 or more times monthly
	4. Lunch meetings
		1. Seldom or never
		2. 1 to 2 times monthly
		3. 3 to 4 times monthly
		4. 5 or more times monthly
	5. Meeting before or after school
		1. Seldom or never
		2. 1 to 2 times monthly
		3. 3 to 4 times monthly
		4. 5 or more times monthly
	6. Telephone
		1. Seldom or never
		2. 1 to 2 times monthly
		3. 3 to 4 times monthly
		4. 5 or more times monthly
	7. Email
		1. Seldom or never
		2. 1 to 2 times monthly
		3. 3 to 4 times monthly
		4. 5 or more times monthly
	8. Peer observation
		1. Seldom or never
		2. 1 to 2 times monthly
		3. 3 to 4 times monthly
		4. 5 or more times monthly
	9. Common prep
		1. Seldom or never
		2. 1 to 2 times monthly
		3. 3 to 4 times monthly
		4. 5 or more times monthly
7. How helpful is your mentor in the following areas? (please select one answer per questions)
	1. Help with lesson planning
		1. very unhelpful
		2. somewhat unhelpful
		3. helpful
		4. very helpful
		5. N/A
	2. Design of formative and summative assessments
		1. very unhelpful
		2. somewhat unhelpful
		3. helpful
		4. very helpful
		5. N/A
	3. Interpretation of test data
		1. very unhelpful
		2. somewhat unhelpful
		3. helpful
		4. very helpful
		5. N/A
	4. Classroom management techniques
		1. very unhelpful
		2. somewhat unhelpful
		3. helpful
		4. very helpful
		5. N/A
	5. Working with parents
		1. very unhelpful
		2. somewhat unhelpful
		3. helpful
		4. very helpful
		5. N/A
	6. Differentiated instruction strategies
		1. very unhelpful
		2. somewhat unhelpful
		3. helpful
		4. very helpful
		5. N/A
	7. Helping understand school and district policy
		1. very unhelpful
		2. somewhat unhelpful
		3. helpful
		4. very helpful
		5. N/A
	8. Help understanding the state education standards
		1. very unhelpful
		2. somewhat unhelpful
		3. helpful
		4. very helpful
		5. N/A
	9. Help navigating the district bureaucracy
		1. very unhelpful
		2. somewhat unhelpful
		3. helpful
		4. very helpful
		5. N/A
	10. Understanding and support with district evaluation process
		1. very unhelpful
		2. somewhat unhelpful
		3. helpful
		4. very helpful
		5. N/A
	11. Managing working relationships
		1. very unhelpful
		2. somewhat unhelpful
		3. helpful
		4. very helpful
		5. N/A
8. How often does your mentor assist with the following areas? (please select one answer per question)
	1. Help with lesson planning
		1. Never
		2. Sometimes
		3. Usually
		4. Always
		5. N/A
	2. Design of formative and summative assessments
		1. Never
		2. Sometimes
		3. Usually
		4. Always
		5. N/A
	3. Interpretation of test data
		1. Never
		2. Sometimes
		3. Usually
		4. Always
		5. N/A
	4. Classroom management techniques
		1. Never
		2. Sometimes
		3. Usually
		4. Always
		5. N/A
	5. Working with parents
		1. Never
		2. Sometimes
		3. Usually
		4. Always
		5. N/A
	6. Differentiated instruction strategies
		1. Never
		2. Sometimes
		3. Usually
		4. Always
		5. N/A
	7. Helping to understand school and district policy
		1. Never
		2. Sometimes
		3. Usually
		4. Always
		5. N/A
	8. Help understanding the state education standards
		1. Never
		2. Sometimes
		3. Usually
		4. Always
		5. N/A
	9. Help navigating the district bureaucracy
		1. Never
		2. Sometimes
		3. Usually
		4. Always
		5. N/A
	10. Understanding/support with district evaluation process
		1. Never
		2. Sometimes
		3. Usually
		4. Always
		5. N/A
	11. Managing working relationships
		1. Never
		2. Sometimes
		3. Usually
		4. Always
		5. N/A
	12. Balancing parent communications
		1. Never
		2. Sometimes
		3. Usually
		4. Always
		5. N/A
9. Overall, I am satisfied with the accessibility of my mentor. (select one option)
	1. Strongly disagree
	2. Disagree
	3. Agree
	4. Strongly agree
10. Overall, my mentor has been a valuable resource for helping my transition into the school district. (select one option)
	1. Strongly disagree
	2. Disagree
	3. Agree
	4. Strongly agree
11. My mentor was able to provide me with assistance with regard to curriculum and instruction.
	1. Strongly disagree
	2. Disagree
	3. Agree
	4. Strongly agree
12. The mentor program has helped to develop my confidence as a teacher and my effectiveness in the classroom. (select one option)
	1. Strongly disagree
	2. Disagree
	3. Agree
	4. Strongly agree
13. How helpful was the summer induction program in preparing you for a successful start to your school year?
	1. Very unhelpful
	2. Somewhat unhelpful
	3. Helpful
	4. Very helpful
14. If you answered “somewhat unhelpful” or “very unhelpful” for question 13, what components could we have improved or added to the summer induction program to better prepare you for the start of the school year?
15. How helpful were each of the following professional development sessions in informing and supporting you for your current placement?
	1. Teacher evaluation and teacher evaluation: SMART goals (September)
		1. Very unhelpful
		2. Somewhat unhelpful
		3. Helpful
		4. Very helpful
	2. Teaching SPED (Oct or Nov)
		1. Very unhelpful
		2. Somewhat unhelpful
		3. Helpful
		4. Very helpful
	3. Teaching evaluation: Reflecting on formative goal setting (February)
		1. Very unhelpful
		2. Somewhat unhelpful
		3. Helpful
		4. Very helpful
	4. Teaching English Language Learners (Oct or November)
		1. Very unhelpful
		2. Somewhat unhelpful
		3. Helpful
		4. Very helpful
	5. Reflecting on progress an refining practice (May)
		1. Very unhelpful
		2. Somewhat unhelpful
		3. Helpful
		4. Very helpful
16. What grade would you give for the overall support provided by Revere Public Schools? Please use the scale from A to F where “A” denotes outstanding, “C” is average, and “F” is failure. (Select one option)
	1. A
	2. B
	3. C
	4. D
	5. F
17. What additional suggestions do you have for improving the support for new teachers at this school?