

Teaching, Learning and Leading Survey

Thank you in advance for your time and willingness to share your views on Teaching, Learning and Leading in your school. Research has demonstrated that teaching conditions are critical to improved student achievement and teacher retention. Illinois policymakers and education stakeholders have expressed great interest in using your collective responses on this survey to help improve teaching and learning conditions in schools and districts across the state.

Please know that your anonymity is guaranteed. No one in your school, the district or state will be able to view individual surveys, and reports on the results will not include data that could identify individuals. You are being asked demographic information ONLY to learn whether teachers from different backgrounds and different characteristics look at teaching conditions differently. You have been assigned an anonymous access code to ensure that we can identify the school in which you work and to ensure the survey is taken only once by each respondent. The code can only be used to identify a school, and NOT an individual. The effectiveness of the survey is dependent upon your honest completion. Additionally, the survey cannot be saved, and once you submit your survey you will not be able to use your code again to access your responses. Do not begin the survey unless you have about 20 minutes of uninterrupted time.

Introduction

Q1.1 Please indicate your position:

- Teacher (including intervention specialist, vocational, literacy specialist, etc.)
- Principal
- Assistant Principal
- Other Education Professional (school counselor, school psychologist, social worker, etc.)

Q1.2 How many total years have you been employed as an educator? (Round up to the nearest year.)

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

Q1.3 How many total years have you been employed in the district in which you are currently working? (Round up to the nearest year.)

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

Q1.4 How many total years have you been employed in the school in which you are currently working? (Round up to the nearest year.)

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

Q1.5 How many total years have you been employed as an educator in the state of Illinois? *(Round up to the nearest year.)*

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

Q1.6 Have you served as a mentor to new teachers in Illinois schools in the past five years?

- Yes
- No

Time

Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Teachers* have sufficient time to meet the educational needs of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers have time available to collaborate with their colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The non-instructional time** provided for teachers in my school is sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Efforts are made to minimize the amount of routine administrative paperwork*** that teachers are required to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. It is necessary for me to work a second job during the school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Teachers means a majority of teachers in your school.*

***Non-instructional time includes collaboration with colleagues, individual planning, meetings/conferences with students and parents, etc.*

****Paperwork means both electronic and paper forms and documentation that must be completed to comply with school, district, state and federal policies.*

<Teachers ONLY>

Q2.3 In an average week of teaching, how much non-instructional time do you have available during the regular school day?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours**

<Teachers ONLY>

Q2.3a Of these hours, how many are typically spent on school activities involving student interaction (such as coaching, field trips, tutoring, transporting students, club sponsorship, etc.)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

<Teachers ONLY>

Q2.3b Of these hours, how many are typically spent on other school-related activities such as preparation, grading, parent conferences, attending meetings?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

<Teachers ONLY>

Q2.3c Of these hours, how many are typically spent on *supervisory duties**?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

**Supervisory duties include hall monitoring, recess, bus and cafeteria coverage, etc.*

<Teachers ONLY>

Q2.4 In an average week of teaching, how many hours do you spend on school-related activities outside the regular school work day (before or after school, and/or on the weekend)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

<Non-teachers ONLY>

Q2.5 In an average week of teaching, how much non-instructional time do TEACHERS have available during the regular school day?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

<Non-teachers ONLY>

Q2.6 In an average week of teaching, how many hours do TEACHERS spend on school-related activities outside the regular school work day (before or after school, and/or on the weekend)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

Q2.9 How many days beyond your current contract do you devote to school and professional activities?

- None
- 1 to 2 days
- 3 to 5 days
- 6 to 9 days
- More than 10 days

Q2.10 Please rate how strongly you agree or disagree that the following factors significantly contribute to your overall workload.

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Data management (attendance, report cards, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Student assessment requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Curriculum aligned with the Illinois State Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Diverse student learning needs in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Class size increases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Required professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Required committee work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Getting students to expected levels of performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Facilities and Resources

Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Teachers have sufficient access to appropriate instructional materials* and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers have sufficient training and support to fully utilize the available instructional technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers have access to reliable communication technology, including phones, faxes and email.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers have adequate professional space to work productively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers and staff work in a school environment that is safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers and staff work in a school environment that is clean and well maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Teachers must supplement instructional materials and supplies with their own resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Teachers have sufficient access to certified support personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Teachers have sufficient access to educational support personnel (ESPs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Instructional materials include items such as textbooks, curriculum materials, content references, etc.*

Empowerment

Q4.1 Please rate how strongly you agree or disagree with the following statements about empowerment in your school.

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Teachers are meaningfully involved in decision making about educational issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers are trusted to make sound professional decisions about instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers are respected as educational experts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers are supported by the community in which they teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Parents and community members contribute to student success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. In this school we actively take steps to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The faculty has an effective process for making group decisions and solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. In this school we use data/evidence to inform our decisions and teaching practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. This school provides professional staff formal opportunities to take on leadership roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4.3 Please indicate how large a role teachers have at your school in each of the following areas:

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Selecting instructional materials and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Devising teaching techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Student assessment practices (e.g., setting grades)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Determining the content of in-service professional development programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The hiring of new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Establishing and implementing policies on student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Deciding how the school budget will be spent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. School improvement planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Establishing other school-wide policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leadership

Q5.1 Which position **BEST** describes the person who most often provides **instructional leadership*** at your school? (Select one.)

- a. Principal or school head
- b. Assistant or vice principal
- c. Department chair or grade level chair
- d. School-based curriculum specialist
- e. Director of curriculum and instruction or other central office based personnel
- f. Other teachers
- g. None of the above

**Instructional leadership focuses on school-wide, content-area, or grade-specific teaching and learning activities. This may include mentoring beginning teachers; providing peer assistance; writing curriculum materials; modeling lessons; coaching teachers inside classrooms; observing and assessing teaching practices.*

Q5.2 Please rate how strongly you agree or disagree with the following statements about leadership in your school.

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. There is an atmosphere of trust and mutual respect within the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers feel comfortable raising issues and concerns that are important to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The school leadership* shields teachers from disruptions, allowing them to focus on educating students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The school leadership communicates clear expectations to parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The school leadership communicates clear expectations to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The school leadership consistently enforces rules for student conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The faculty are committed to helping every student learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The faculty and staff have a shared vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The procedures for teacher performance evaluations are consistent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Teachers receive feedback that can help them improve teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**School leadership is an individual, group of individuals or team within the school that focuses on managing a complex operation. This may include scheduling; ensuring a safe school environment; reporting on students' academic, social and behavioral performance; using resources to provide the textbooks and instructional materials necessary for teaching and learning; overseeing the care and maintenance of the physical plant; developing and implementing the school budget.*

Q5.4 The school leadership makes a sustained effort to address teacher concerns about:

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Leadership issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Facilities and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The use of time in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Empowering teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. New teacher support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.5 Overall, the school leadership in my school is effective.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Professional Development

Q6.1 Please rate how strongly you agree or disagree with the following statements about professional development in your school.

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Sufficient resources are available to allow teachers to take advantage of professional development activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Professional development provides teachers with the knowledge and skills most needed to teach effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Enhancing teacher knowledge and skills receives priority as a strategy to improve student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Professional development offerings are data-driven.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I have received follow up from professional development opportunities that help me improve my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers are provided opportunities to learn from one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. School leadership makes a sustained effort to provide quality professional development at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Adequate time is provided for professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<Teachers ONLY>

Q6.2 In the past two years, have you enrolled or participated in any of the following professional development activities? (Check all that apply.)

- a. Graduate courses
- b. Workshops, institutes, and/or academies
- c. Informal professional development activities
- d. Participation in a coaching or mentoring program
- e. Attendance at conference or professional meetings
- f. National Board Certification**
- g. State-sponsored in-service program

<Non-teachers ONLY>

Q6.3 In which of the following areas (if any) do TEACHERS need additional support to effectively teach their students? (Check all that apply.)

- a. Special Education (students with disabilities)
- b. Special Education (academically gifted students)
- c. LEP
- d. Closing the achievement gap
- e. Their content area(s)
- f. Methods of teaching
- g. Student assessment
- h. Classroom management techniques
- i. Reading strategies

<Teachers ONLY>

Q6.4a In which of the following areas (if any) do YOU need professional development to effectively teach your students? (Check all that apply.)

- a. Special Education (students with disabilities)
- b. Special Education (academically gifted students)
- c. LEP
- d. Closing the achievement gap
- e. Your content area
- f. Methods of teaching
- g. Student assessment
- h. Classroom management techniques
- i. Reading strategies

<Teachers ONLY>

Q6.4b In the past 2 years have you had 10 clock hours or more of professional development in any of the following areas? (Check all that apply.)

- a. Special Education (students with disabilities)
- b. Special Education (academically gifted students)
- c. LEP
- d. Closing the achievement gap
- e. Your content area
- f. Methods of teaching
- g. Student assessment
- h. Classroom management techniques
- i. Reading strategies

<Teachers ONLY>

Q6.5a Professional development has provided YOU with strategies that you have incorporated into your instructional delivery methods.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

<Teachers ONLY>

Q6.5b Professional development has proven useful to YOU in your efforts to improve student achievement.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Overall

<Teachers ONLY>

Q7.1a Which BEST DESCRIBES your future intentions for your professional career?

- Continue working at my current school as long as I am able
- Continue working at my current school until a better opportunity comes along
- Continue working in education but leave this school as soon as I can
- Continue working in education but leave this district as soon as I can
- Leave education altogether

<Teachers ONLY>

Q7.2 Please rate how strongly you agree or disagree that the following factors influence your decision making about your professional plans.

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Adequate facilities and/or resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Adequate support from school leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Collegial atmosphere amongst the staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teaching assignment (subject, students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Time during the work day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Empowerment to make decisions that affect my school and/or classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Effectiveness with the students I teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Cost of living of the community in which my school is located	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Degree of testing and accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. The community environment where I live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Retirement options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Personal reasons (health, family, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<Teachers ONLY>

Q7.3a Which aspect of your work environment MOST affects your willingness to keep teaching at your school? (Select one.)

- Time during the work day
- School facilities and resources
- School leadership
- Teacher empowerment
- Professional development

<Other Educators ONLY>

Q7.3c Which aspect of your work environment MOST affects TEACHERS' willingness to keep teaching at your school? (Select one.)

- Time during the work day
- School facilities and resources
- School leadership
- Teacher empowerment
- Professional development

<Teachers and Other Educators ONLY>

Q7.4a Which aspect of working conditions is MOST important to you in enhancing student learning? (Select one.)

- Time during the work day
- School facilities and resources
- School leadership
- Teacher empowerment
- Professional development

Q7.5 Overall, my school is a good place to work and learn.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Demographics

Q8.1 Please indicate your race/ethnicity. *(Select one.)*

- American Indian or Alaska Native
- Asian or Pacific Islander
- Black or African American
- Hispanic
- White
- Mixed or multiple ethnicity
- Some other race or ethnicity

Q8.2 Please indicate your gender. *(Select one.)*

- Female
- Male

Q8.3 How did you become an educator? *(Select one.)*

- Bachelor's degree
- Master's degree
- Alternative route

Q8.4 What is the highest degree you have attained? *(Select one.)*

- Bachelor's degree
- Master's degree
- Doctorate

New Teacher Support

<This section is for teachers indicating 1-3 years experience ONLY>

Q9.1 As a new teacher I received the following kinds of support. (Check all that apply.)

- A reduced teaching load
- Common planning time with experienced colleagues
- Release time to observe other teachers
- Seminars and professional development specifically for new teachers
- A formally assigned mentor
- Social support and general encouragement

<If "A formally assigned mentor" is selected, go to Q9.2, if not, skip to Q9.6>

Q9.2 My mentor provided effective support in the following areas.

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Curriculum and subject content I teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Using data to identify student needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Formative assessment strategies and techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Classroom management/discipline strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Differentiating instruction based upon individual student needs and characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Collaborating with inclusion teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Understanding building upon diversity within my classroom and school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Enlisting the help of family members or guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Connecting with key resource professionals (e.g., coaches, counselors, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Facilitating personal reflection upon my teaching practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Modeling professionalism and ethical behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Providing personal and emotional support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Understanding and following school and/or district policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Completing products or documentation required of new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Completing other school or district paperwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9.3 Please indicate if the following were true for you and your mentor.

	Yes	No
a. My mentor and I were in the same building.	<input type="radio"/>	<input type="radio"/>
b. My mentor and I taught the same content area.	<input type="radio"/>	<input type="radio"/>
c. My mentor and I taught the same grade level	<input type="radio"/>	<input type="radio"/>

Q9.4 On average, how often did you engage in the following activities with your mentor?

	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
a. Developing or reviewing lesson plans or designs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Being observed teaching by my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Observing my mentor's teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Analyzing student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Designing or reviewing students' assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Addressing student or classroom behavioral issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Reflecting on my own teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Helping me use the Illinois State Teaching Standards as a tool for reflection and self-assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Aligning my lesson planning with the Illinois Course of Study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9.5 Please indicate your level of agreement with the following statements about your mentoring experience.

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. My induction program improved my instructional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My induction program influenced my decision to stay in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My mentor improved my instructional practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My mentor improved my ability to handle the logistics/procedures at my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My mentor supported me emotionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My mentor supports me in addressing issues of equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9.6 On average, how much time did you and your mentor work together each week?

- Less than 30 minutes per week
- 30 minutes to 1 hour per week
- 1 hour to 2 hours per week
- More than 2 hours per week

Q9.7 I was able to develop a trusting and respectful relationship with my mentor.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Q9.8 Of the success you have had as a beginning teacher, what proportion would you attribute to the additional support you received as a new teacher?

- None
- Hardly any
- Some
- Quite a bit
- A great deal

Q9.9 Overall, this additional support has been important in my decision to remain in teaching.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Mentoring

If you have served as mentor in the past 5 years, please answer the following questions for YOUR MOST RECENT mentoring experience.

<This section is for respondents indicating they have mentored new teachers in Q1.6>

Q9.10 How many teachers did/do you mentor?

- 1
- 2
- 3
- 4 - 6
- 7 - 10
- 10+

Q9.11 On average, how often did/do you meet with your mentee(s)?

- Never
- Less than once a month
- Once a month
- Several times a month
- Once a week
- Almost daily

Q9.12 Please indicate which best describes you and your mentee(s).

	None of them	Some of them	All of them
a. My mentee(s) and I were in the same building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My mentee(s) and I taught in the same content area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My mentee(s) and I taught the same grade level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9.13 On average, how often did you engage in each of the following activities with your mentee(s)?

	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
a. Developing or reviewing lesson plans or designs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Being observed by my mentee(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Receiving feedback about my teaching from my mentee(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Observing my mentee(s)' teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Analyzing student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Designing or reviewing students' assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Addressing student or classroom behavioral issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Reflecting about teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Helping in the use of the Illinois Teaching Standards as a tool for reflection and self-assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Aligning lesson plans with the Illinois Course of Study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Helping my mentee(s) feel like a part of the broader school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9.14 Please indicate which of the following kinds of support, if any, you received as a formally assigned mentor. (Check all that apply.)

- Release time to observe your mentee(s)
- Release time to observe other mentors
- Reduced teaching schedule
- Reduced number of preparations
- Time to meet with other mentors
- Reduced supervisory duties (e.g., bus or cafeteria duty, etc.)
- Reduced extracurricular responsibilities (e.g., club sponsorship, etc.)
- Common planning time with teacher(s) you are mentoring
- Specific training to serve as a mentor (e.g., seminars or classes)
- Regular communication with principals, other administrator or department chair
- Other

Q9.15 On average, how much time did you and your mentee(s) work together each week?

- Less than 30 minutes per week
- 30 minutes to 1 hour per week
- 1 hour to 2 hours per week
- More than 2 hours per week

Q9.16 Overall, my mentoring experiences have been important in my own professional growth and development.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Q9.17 My mentee(s) and I are able to develop a trusting and respectful relationship.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Q9.18 My principal honored the need for confidentiality in my relationship with my mentee(s).

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

**Thank you for your time.
Please submit your responses.**