# Mentoring Alternative Certification Teachers: Perceptions from the Field

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In this paper we present two studies that examine mentoring supports for alternative certification teachers from three perspectives: pre-interns, mentor teachers, and site administrators. The diverse sample population allowed us to study the role of race, gender, age, and prior careers in six domains of teacher learning and in their beliefs about students. The results showed differing perceptions of support and the critical need for mentoring across all domains of teaching, regardless of teacher characteristics. The findings suggest several needs: clear mentoring goals, better communication, effective mentor training, and a stronger instructional focus.

Mentoring offers great relief to beginning teachers as they struggle through that first critical year of teaching. Across the nation, 22 out of 32 state-authorized induction programs include mentoring support to fully- and alternatively-certified teachers (AFT, 2001). This support is especially important to alternative teachers because they begin teaching without teacher preparation and are learning to teach while on the job. While the benefits of mentoring include teacher retention and job satisfaction, many questions remain unanswered about the specific aspects of programs and the mentoring process that produce these results (Ingersoll and Kralik, 2004).

Alternative certification (AC) pathways have opened the doors to teacher candidates who are older, more racially and ethnically diverse, include a higher number of males, and who have had other careers (Shen, 1988, NCEI, 2005). These teachers are hired primarily in urban and rural school districts in the shortage areas of mathematics, sciences, and special education. Their AC profile contrasts sharply with the profile of traditionally certified new teachers who are 85 percent white, 82 percent female, and younger than 30 years (Feistritzer, 2005). A second contrast exists between the profile of traditionally certified teachers and the 42 percent minority students enrolled in the public schools in 2003 (NCES, 2005).

The literature on the needs of beginning teachers reveals several perspectives. The first focuses on the concerns and realities of the lives of new teachers. The second focuses on the acquisition of teaching skills.

The first year of teaching is such an overwhelming experience that even teacher preparation cannot adequately prepare beginning teachers prior to their first teaching assignment (Glover and Mutchler, 1999). Because teaching is a highly personal and

emotional activity, feelings of self-esteem are closely linked with the ability to do one's job skillfully. Teachers hold "unrealistic expectations" about themselves when they assess their own limits to influence student outcomes (Kelchtermanns, 1996). Moreover, the transition from student to teacher is a drastic one—one in which beginning teacher optimism soon turns into *reality shock* (Veeneman, 1984). This shock may be what prevents teachers from understanding that not all classroom problems have solutions and that even their mentors may not have answers to all situations; willingness to learn is a critical ingredient of the mentoring relationship (Schmidt, 1999).

Beginning teachers also bring with them a complex and personal belief system that influences their teaching behaviors. Their cultural background, life and work experiences, and personal schooling experiences shape their core beliefs. Tenacious and resistant to change, core beliefs strongly affect the learning to teach process by acting as filters to adapt teaching strategies to fit into their belief systems (Ball and McDiarmid, 1988; Feiman-Nemser and Floden, 1986; NCRTE, 1990; Richardson, 1996; Stoddart, 1993). When prospective teachers discussed how to implement equity in a diverse classroom, they identified family background, student motivation, and differences in aptitude and ability as "problems" to consider. These "problems" were factors beyond a teacher's control and were closely connected to race and socio-economic status (Paine, 1990).

Other studies show that role models, cultural identity, high expectations, language support, and cultural awareness positively influence all students' learning (Banks, 2000. Darling -0Hammond, 1997; Dilworth, 1990; Feman-Nemser and Floden, 1986; Haberman, 1996; Ladson-Billings, 1995; Ogbu, 1992)

A growing body of evidence suggests that minority teachers who share the same ethnicity as their students are more successful in improving achievement levels, have fewer students assigned to remedial programs, and identify more students as gifted (Darling-Hammond, L., Dilworth, M. E., and Bullmaster, M., 1996; Fenwick, 2001; Stevens, 1994). While this evidence is promising, further studies about the effect of minority teachers on minority student achievement are needed (Torres, J., Santos, J., Peck, N. L., and Cortes, L., 2004).

In the learning to teach literature spanning two decades, the demands of classroom management and student motivation rank highest among new teacher concerns (Gratch, 1998, NCES, 1997; Odell, 1989; Veenman, 1984). Darling-Hammond (1999) argues that teachers who lack full certification feel less prepared and have greater difficulty planning curriculum, managing the classroom, and assessing students' learning needs. Because alternatively certified teachers have gaps in their knowledge and skills and learn how to teach by trial and error, they may teach themselves to cope in ways "counterproductive to student learning."

Yet, a survey sponsored by the U.S. Department of Education (1997) yields somewhat different findings. First-year new teachers were asked about their preparedness to handle a variety of classroom activities that included lesson planning, discipline, and instruction. Forty-four percent of the AC teachers and 62 percent of the traditionally certified teachers reported they had received mentoring support through induction programs. The results showed no dramatic differences in feelings of

preparedness between alternatively certified teachers and those who had completed traditional teacher preparation programs (Feistritzer and Chester, 2000).

In this paper we seek to expand the current discussion of mentoring support for alternative certification teachers by reporting the results of two studies conducted within one large-scale research project of AC teachers (Kizu, 2002; Utsumi, 2002). One study focused on what AC teachers perceive they need and the assistance they receive from their mentor teachers (Utsumi, 2002). The second study examined whether the non-traditional AC teachers need differentiated support strategies related to their characteristics of race/ethnicity, gender, prior experiences, and age and their beliefs systems as influences on their teaching (Kizu, 2002).

Both studies were conducted in a large, urban school district and included alternative certification pre-interns, mentor teachers, and school administrators**.**

## METHODOLOGY

### *Participants*

The two studies shared the same sample population of 687 individuals within three separate target groups—517 pre-interns, 118 mentor teachers, and 52 site administrators. Pre-interns, the primary focus of the studies, were first-year teachers in general and special education. They were hired without full certification and assigned to teach multiple subjects.

The pre-intern profile showed 59 percent as non-white, compared to 15 percent of non-white teachers, nationally. Thirty-two percent in our sample were male compared to 18 percent, nationally (NCEI, 2005). Approximately 70 percent of the sample entered teaching with prior career experiences, compared to 50 percent of AC teachers, nationally (Shen, 1998). Forty-three percent of the sample was over 30 years old. The ethnic breakdown revealed 29 percent White, 31 percent Hispanic, 16 percent Black, 8 percent Asian, 3 percent Filipino, 1 percent Native American, and 7 percent Other. Five percent of the 517 pre-interns did not respond.
The 118 mentor teachers in the sample supported pre-interns across the large district. Of the 52 site administrators, 35 were assistant principals and 17 were principals.

### *Survey Instruments*

For the two studies, we developed and shared three questionnaires—one for pre-interns, another for mentors, and the third for administrators. Parallel questions about support were posed to all three groups. The Appendix shows the questionnaire for pre-interns and is the only questionnaire that requested demographic information.

Questions and statements were organized into larger groups: (a) mentoring support, (b) administrative support, (c) beliefs about teaching and learning, (d) demographic information, and (e) pre-intern assets.

Twenty-four questions focused on specific mentoring activities and were grouped together into six domains of support: *Emotional Support, Planning and Implementing Lessons, Content Knowledge, Classroom Management & Discipline, Analyzing Teaching & Learning,* and *Non-Teaching Duties.* Each domain consisted of three to five questions that probed a variety of strategies that mentors could

conceivably use, such as demonstrations, modeling, discussion, and observations. The questions required pre-interns to indicate the frequency of support they received, with possible responses of *Never*, *Once*, *Twice*, and *Ongoing*.

Five questions were Likert (1932) scale ratings that asked about pre-interns' beliefs on factors of student academic success, including socio-economic background, mastery of basic skills, motivation, and family support. Respondents reported their degree of agreement for each statement.

One question was open-ended, allowing participants to provide additional explanations and give personal opinions related to support.

### *Data Collection and Analysis*

The pre-intern survey was conducted at six regional sites where pre-interns were attending new teacher courses. Mentor surveys were administered at mentor regional meetings. The administrator survey was administered at a voluntary professional development meeting.

We collected 687 surveys and compiled the responses on a database. The number of responses for each support domain varied, as some respondents elected not to answer all questions. Only those mentoring domains that had complete responses to all sub-questions were counted.

Data analysis consisted of producing quantitative descriptions about the support pre-interns receive and the support mentors and administrators. In order to analyze the role of race/ethnicity, gender, age, and prior career experiences as factors of pre-interns support and learning to teach, pre-interns were grouped into subgroup pairs. The subgroups were based upon single variables and were listed as: *Non-white* and *White, Male* and *Female, >30 years* and *< 30 years,* and *Prior Career* and *College.* For example, the responses for a pre-intern who was Hispanic, male, and over thirty years old were placed into three different subgroups.

We computed frequencies and percentages for each of the questions related to mentoring support. For statements with Likert scale responses, we computed mean values and subjected them to *t*-tests to determine if any significant differences existed between subgroups. We examined the reliability of the 24 questions as multiple-item indicators for each support domain. All domains for pre-interns showed high reliability (alpha $\geq$ 0.76) based on Cronbach's (1951) index of internal consistency. The mentor subscale coefficient also showed high reliability (alpha $\geq$ 0.70), except in the area of non-teaching duties, which was slightly lower (alpha=.65). On the administrative questionnaire, responses to the sub-questions in two domains did not meet the acceptable alpha coefficients (alpha =0.70) for internal reliability and were eliminated from the comparison between pre-interns, mentors, and administrators.

## FINDINGS

The two quantitative studies explored the perceptions of support by pre-interns, mentor teachers, and administrators. The findings presented here are organized by the research questions:

- What specific mentoring do pre-interns, mentors, and administrators report they receive or provide?
- What do traditional (white, female, younger than 30 years of age, and/or recent college graduate) and non-traditional (non-white, male, older than 30 years of age, and/or with prior careers) pre-interns report as local supports to develop their classroom effectiveness?
- What beliefs, knowledge, and experiences do traditional and non-traditional pre-interns report as influences on their teaching?
- What support domains do pre-interns, mentors, and administrators report as needed for classroom effectiveness?

***Results of the Teacher Support Domains***

Tables 1 – 3 display the results of the responses by pre-interns, mentors, and administrators in each of the support domains. When comparing the results across the six domains, all groups agreed that emotional or psychological support was received or provided. Differences in the degree of support received were varied. Ninety-five percent of the mentors reported they provided ongoing emotional support, compared to 63 percent of the pre-interns who reported receiving ongoing support. Eighty-three percent of the administrators reported that pre-interns received emotional support from mentors or other support staff, including math and literacy coaches. Administrators also reported high percentages of ongoing support for pre-interns in *Teaching Strategies, Analyzing Teaching & Learning,* and *Non-Teaching Duties.*

When mentors were asked what they considered most important in a mentoring relationship, they wrote the word *trust* in 46 percent of their comments. Their comments revealed empathy for their pre-interns. One mentor wrote, "Mentees must feel you are there to help them and not to criticize or run to the principal to tell [*sic*] problems."

Mentors agreed with pre-interns that they provided the least amount of support in planning and implementing lessons, but the relative agreement showed a difference of 17 percentage points. However, wide disagreements between mentors and pre-interns appeared in all the other support domains: *Content Knowledge, Classroom Management, Analyzing Teaching & Learning,* and *Non-Teaching Duties.* Based on anecdotal information gathered from new teachers and mentor teachers, we anticipated some discrepancies, but not to the extent we found.

***Role of Race/Ethnicity, Gender, Age, and Prior Experiences***

The results of the subgroup pairs show that race/ethnicity, gender, age, and prior experiences were not significant factors for receiving support. Table 4 displays the results in the *Emotional Support* domain for each of the subgroups, compared to the responses by mentors and administrators. The responses of each of the paired subgroups showed differences that ranged between zero and six percentage points. T-tests showed that these differences were not significant.

Pre-intern subgroup pairs reported *Emotional Support* as the highest frequency of ongoing support from mentors. The 61 to 65 percent range of responses

from the subgroup pairs (Table 4) was similar to the 63 percent reported by the entire pre-intern sample for the same domain (Table 1). Each of the five other domains, *Planning & Implementing Lessons, Content Knowledge, Analyzing Teaching & Learning, Classroom Management & Student Discipline,* and *Non-teaching Duties* yielded a similar pattern of results.

### *Teachers' Beliefs and Influences*

Table 5 displays the responses of pre-interns on their beliefs about students. Subgroup responses tended toward strong agreement that students' basic skills, motivation and family support are factors contributing to their academic success. In contrast, the subgroups tended to disagree slightly that a student's socioeconomic background is an important factor. The responses within each subgroup pairs varied minimally. Although mean responses showed slight differences, mentors agreed with pre-interns on socio-economic background, basic skills, and family support.

### *Needs for Additional Mentor Support*

When we analyzed the data on what pre-interns, mentors, and administrators reported as areas for additional support, we were surprised that no single support domain emerged as a priority need. Contrary to much of the research on new teachers and the popular belief that new teachers need the most help in classroom management, our results showed that mentoring was needed across all domains, with slight skewing toward the instructional areas of *Analyzing Teaching & Learning* and *Planning & Implementing Lessons.* Likewise, mentors and administrators agreed that new teachers need support across all the domains.

In summary, the results of pre-intern perceptions of mentoring support revealed wide mismatches in perceptions between pre-interns and mentors in the specific teacher learning domains. Teacher characteristics of race, ethnicity, age, gender, and prior career experience showed no significant differences in the mentoring support they wanted and received. Sample teachers agreed that basic skills, student motivation, and family support were important factors to students' academic success.

## DISCUSSION AND CONCLUSIONS

Our two studies looked at AC pre-interns, mentors, and administrators and their perceptions about teacher support at the local school site. The diversity of our pre-intern sample provided us an opportunity to deepen our study and examine whether race/ethnicity, gender, age and/or having had prior careers were factors requiring differentiated support. Our findings provided us with new insights into AC teacher needs and the mentoring process.

### *Differing Perceptions of Support*

To account for the mismatch in perceptions between pre-interns and mentor teachers, we offer several explanations. While there may be cases where assigned

mentors do very little to support their teachers, we think that the major perception of non-support has to do with the feeling of being left to "sink or swim." New teachers enter a world filled with students and peers, but then find themselves isolated from adult collaboration and interaction in their classrooms. Hargreaves (1995) contends that the underpinnings of teacher isolation are embedded in the "egg crate" organization of schools. He asserts that school cultures are reinforced by a national culture of individualism and provide few opportunities for joint planning, sharing resources, or visiting one another's classrooms. One of the purposes of mentoring is to encourage peer-to-peer interactions to reduce isolation, improve practice, and create collaborative relationships (Hargreaves and Fullan, 2000).

Another possible explanation is that pre-interns, interns, and fully-certified new teachers cling to unrealistic expectations of what mentoring promises and what institutional support they think they will receive. They believe that someone or some system should be there to support them; the help should be instantaneous, direct, and magically successful. New teachers, interns, and pre-interns often look for simple solutions, not realizing that teaching is a highly complex activity that may take years to do well. One pre-intern wrote, "Give new teachers an actual lesson plan book from an experienced teacher," possibly thinking that what to teach translates into how to teach and can be penned into the two-inch blocks of a lesson plan book.

A third explanation in the mismatch between what pre-interns perceive as the support they receive and the support mentors report they give is miscommunication and lack of mutual understanding. The survey process provided us with insights into teachers' and mentors' understanding of what is missing in mentor/novice relationships. After completing the questionnaire, a pre- intern asked, "Is this what my mentor is supposed to be doing?" Another commented, "I didn't know I was supposed to learn all this." After mentors completed their questionnaires, one remarked, "I kept one of your surveys so now I know what to do." To add further confusion, many schools have mentors, literacy coaches, math coaches, coordinators, and district personnel who offer some form of support to new teachers. They may give mixed messages, advocate conflicting classroom strategies (i.e., constructivist vs. behaviorist), and focus on implementing programs instead of focusing on student learning. The misunderstandings reflect a lack of clear articulation of program goals and expectations, resulting in superficial interactions between mentors and the teachers they support.

### *Traditional v. Non-Traditional Characteristics of Pre-Intern*

We were also surprised by the general similarity of responses between each of the subgroup pairs. This was due in part to the ample literature that suggests there are differences in teacher expectations based upon race/ethnicity and social class (Delpit, 1995, Ferguson, 2003; Ladson-Billings, 1995). One explanation for the findings may be attributed to the overwhelming nature of the first year of classroom teaching. This first-year experience and the support teachers need in all areas, overshadow personal characteristics and differences related to these characteristics. What is important is the fact that mentors should be aware of and sensitive to the cultural, career, and life experiences that the teachers they support bring to teaching.

### *Teacher Beliefs*

Pre-Intern responses were consistent with Paine's (1990) study that identified student motivation, family support, and basic knowledge and skills as important factors for success. Since these factors are beyond teachers' immediate control, the results suggest that students, not teachers, are responsible for their own success or failure. This is consistent with Sugrue's (1996) argument that teachers often have a deficit view of students and do not acknowledge what learners bring to the learning situation, thereby shifting the responsibility for student learning out of the teacher's realm. Mentors can help new teachers acknowledge their students' backgrounds and experiences as assets they can build upon and teach to high expectations.

### *Balance Between Instructional and Non-Instructional Support*

The two studies found several areas that validated existing research, expanded our understanding of the complex "gestalt" of teaching, and posed questions for further study. Without diminishing the importance of the affect, mentoring, as shown by the literature and our studies, has focused too narrowly on emotional support.

The higher level of agreement that support was received and given in *Emotional Support* and *Non-Teaching Duties* may be translated as comfort zones for both new teachers and mentors. Mentors nurture new teachers to help them survive the rigors of the classroom (Feiman-Nemser and Parker, 1992). Their nurturing consists of praise, reassurances, encouragement, and positive feedback (Wildman et al., 1992). Moving beyond the affective domain, the challenge of mentoring is to provoke professional growth and to help others teach effectively, particularly to high poverty, minority students in urban schools.

### *Implications for Districts and Alternative Certification Programs*

District mentoring programs should clearly identify the goals, roles, responsibilities, and strategies for effective mentoring. Within a framework of a common understanding, professional development for mentors should address new teacher needs, teacher belief systems, teacher expectations, diversity training, and a stronger focus on instructional practices.

At the local school level, the various support staff members need to include their mentors when discussing strategies for improving the instructional program. In many situations, mentors are full-time classroom teachers while support staff members are out-of-classroom teachers or administrators. Part-time mentors are often excluded from the instructional leadership that focuses on the current instructional needs of students. This exclusionary practice, however unintended, tends to create barriers that prevent schools from fully utilizing the resources available to them. By contrast, a school-wide collaborative leadership culture has the potential to encourage smaller mentoring teams that provide a structured, collegial environment for new teachers to learn how to deliver a rigorous, standards-based curriculum.

The findings from the two studies also have implications for alternative certification preparation programs. One implication is that AC programs should recognize that mentors need to upgrade their knowledge about current theories and practices taught in teacher preparation. Recognizing that mentor teachers are not teacher educators (Feiman-Nemser and Parker, 1992), AC programs can forge stronger partnerships with mentors to collaboratively support the learning-to-teach process. While this may sound difficult, mentors may actually welcome recognition of their importance to teacher development. Program activities, such as special lectures on coaching or guest speakers, can bring together AC teachers and their mentors to learn together. The time spent at these events would count as mentoring time for their mentor logs.

Additionally, with the growing population of minority students and the decreasing numbers of minority teachers, nationally, AC programs need to embed examination of teacher beliefs and student expectations into their coursework so that teachers understand how their beliefs and cultural experiences impact their teaching and student learning.

In summary, our studies brought to the surface major discrepancies in perceptions between mentors and the teachers they support. These differing perceptions reduce the effectiveness of mentors, which ultimately impacts student achievement. The degree of truth in the differing perceptions is not the issue; the fact that differences do exist begs for improvement. Solutions do not have to be complex, but they do require concerted effort between all involved parties—mentors, new teachers, districts, and alternative certification preparation programs. Together, collaborative teams of mentors and new teachers, in partnership with the local school, district, and AC programs, can tackle the often mixed-messages and demands exerted onto their classrooms. By working together, the mentoring process can produce tangible evidence of new teacher progress and satisfaction in organizing and managing classrooms, planning and implementing lessons, engaging students, and valuing all students, regardless of race, ethnicity, language, and socio-economic status.

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## TABLES

**Table 1**
***Responses by Pre-Interns***

| Support Domains | No. of Cases | Never | Once | Twice | Ongoing |
|---|---|---|---|---|---|
| Emotional Support | 402 | 14% | 11% | 12% | 63% |
| Planning & Implementing Lessons | 406 | 66% | 11% | 8% | 14% |
| Content Knowledge | 406 | 53% | 13% | 9% | 19% |
| Classroom Management & Discipline | 407 | 44% | 17% | 11% | 28% |
| Analyzing Teaching & Learning | 403 | 58% | 12% | 9% | 21% |
| Non-Teaching Duties | 404 | 32% | 14% | 12% | 42% |

**Table 2**
***Responses by Mentor Teachers***

| Support Domain | # Cases | Never | Once | Twice | Ongoing |
|---|---|---|---|---|---|
| Emotional Support | 111 | 0% | 0% | 5% | 95% |
| Planning & Implementing Lessons | 114 | 35% | 17% | 17% | 31% |
| Content Knowledge | 110 | 13% | 14% | 15% | 58% |
| Classroom Management/Discipline | 111 | 7% | 11% | 16% | 66% |
| Analyzing Teaching & Learning | 111 | 20% | 11% | 17% | 52% |
| Non-Teaching Duties | 110 | 0% | 3% | 8% | 89% |

**Table 3**
***Administrator Responses***

| Support Domain | # Cases | Never | Once | Twice | Ongoing |
|---|---|---|---|---|---|
| Emotional Support | 50 | 5% | 6% | 6% | 83% |
| Teaching Strategies | 25 | 11% | 6% | 15% | 68% |
| Analyzing Teaching & Learning | 35 | 6% | 4% | 8% | 82% |
| Non-Teaching Duties | 42 | 0% | 5% | 9% | 86% |

**Table 4**
***Pre-Intern Subgroup Responses to Emotional Support***

| Groups | Never % | Once % | Twice % | Ongoing % |
|---|---|---|---|---|
| Pre-intern Subgroups | | | | |
| *Non-white* | 13 | 11 | 13 | 63 |
| *White* | 17 | 10 | 10 | 61 |
| *Males* | 16 | 10 | 12 | 62 |
| *Females* | 13 | 12 | 12 | 63 |
| *> 30 Years* | 15 | 11 | 10 | 64 |
| *< 30 Years* | 9 | 11 | 15 | 65 |
| *Prior Career* | 14 | 11 | 13 | 62 |
| *College* | 13 | 9 | 14 | 64 |
| Mentors | 1 | 1 | 3 | 95 |
| Administrators | 5 | 6 | 6 | 83 |

**Table 5**
***Mean Values on Factors that Affect Students' Academic Success***

| Groups | SES | Basic Skills | Motivation | Family Support |
|---|---|---|---|---|
| Pre-intern Subgroups | | | | |
| *Non-white* | 2.56 | 3.32 | 3.45 | 3.44 |
| *White* | 2.45 | 3.39 | 3.56 | 3.47 |
| *Males* | 2.68 | 3.39 | 3.50 | 3.53 |
| *Females* | 2.47 | 3.36 | 3.46 | 3.45 |
| *> 30 Years* | 2.48 | 3.36 | 3.51 | 3.42 |
| *< 30 Years* | 2.55 | 3.36 | 3.43 | 3.47 |
| *Prior Career* | 2.60 | 3.37 | 3.48 | 3.44 |
| *College* | 2.58 | 3.36 | 3.50 | 3.52 |
| Mentor | 2.38 | 2.77 | 3.63 | 3.29 |

Mean values based on
1 - *Strongly disagree* 2 – *Disagree* 3 – *Agree* 4 - *Strongly agree*

## PRE-INTERN SURVEY

The purpose of this survey is to gather data about pre-interns and their school support systems for a research study. All information will be kept confidential.

**Using a No. 2 pencil or pen with black or blue ink, please respond each question circling the appropriate letter.**

1. Do you have a mentor, coach, or other support provider currently assigned to work regularly with you?

   (1) YES (2) NO (if NO, proceed to question 28)

2. How much time does your mentor, coach, or support provider spend with you each week? Include phone calls and e-mail, if applicable.

   (1) 0 hr. (3) ¾ - 1 ½ hours

   (2) ½ hr (4) 1 ½ - 2 or more hours

3. Would you like more time? Circle one. YES NO

**THE FOLLOWING QUESTIONS RELATE ONLY TO SUPPORT PROVIDED BY YOUR CURRENTLY ASSIGNED MENTOR OR COACH. CIRCLE THE APPROPRIATE NUMERAL.**

| YOUR MENTOR OR COACH: | NEVER | ONCE | TWICE | ON-GOING |
|---|---|---|---|---|
| 4. Has addressed your specific concerns as a beginning teacher. | 0 | 1 | 2 | 3 |
| 5. Facilitated your collaboration with colleagues. | 0 | 1 | 2 | 3 |
| 6. Has communicated with you regularly by phone, e-mail, and/or face-to face. | 0 | 1 | 2 | 3 |
| 7. Has earned your trust and maintains confidentiality about your teaching. | 0 | 1 | 2 | 3 |
| 8. Helped you plan a lesson from beginning to end. | 0 | 1 | 2 | 3 |
| 9. Co-taught a lesson that you had jointly planned. | 0 | 1 | 2 | 3 |
| 10. Modeled techniques for teaching language development to English Language Learners. | 0 | 1 | 2 | 3 |
| 11. Showed you how to break down a lesson into meaningful chunks (scaffolding). | 0 | 1 | 2 | 3 |
| 12. Demonstrated how to incorporate culturally diverse materials into your daily curriculum. | 0 | 1 | 2 | 3 |
| 13. Helped you move students from basic skills to higher levels of thinking. | 0 | 1 | 2 | 3 |
| 14. Demonstrated content-appropriate strategies for building students' knowledge base. | 0 | 1 | 2 | 3 |
| 15. Demonstrated ways to improve student motivation. | 0 | 1 | 2 | 3 |
| 16. Demonstrated how to manage students in active learning experiences. | 0 | 1 | 2 | 3 |
| **YOUR MENTOR OR COACH:** | **NEVER** | **ONCE** | **TWICE** | **ON-GOING** |
| 17. Modeled and coached effective discipline techniques. | 0 | 1 | 2 | 3 |
| 18. Modeled how to implement a variety of classroom routines, including transition from one activity to another. | 0 | 1 | 2 | 3 |

| | | | | |
|---|---|---|---|---|
| 19. Helped you develop a discipline policy that aligns with your own tolerance levels. | 0 | 1 | 2 | 3 |
| 20. Guided you to analyze a lesson you had jointly observed. | 0 | 1 | 2 | 3 |
| 21. Coached you to observe and analyze student work and performance to assess learning. | 0 | 1 | 2 | 3 |
| 22. Coached you to continually reflect on the effects of your teaching on students. | 0 | 1 | 2 | 3 |
| 23. Engaged you in discussions about theories of teaching and learning. | 0 | 1 | 2 | 3 |
| 24. Described and demonstrated the underlying theories of teaching and learning. | 0 | 1 | 2 | 3 |
| 25. Helped you navigate school policies and procedures. | 0 | 1 | 2 | 3 |
| 26. Helped you obtain resources/materials for your classroom. | 0 | 1 | 2 | 3 |
| 27. Coached you to communicate with parents regarding their child's progress. | 0 | 1 | 2 | 3 |

| FOR THE NEXT QUESTIONS, CIRCLE THE NUMBER THAT INDICATES THE DEGREE YOU AGREE WITH THE STATEMENT. | STRONGLY DISAGREE | DISAGREE | AGREE | STRONGLY AGREE |
|---|---|---|---|---|
| 28. Students' academic success is largely determined by their socio-economic background. | 1 | 2 | 3 | 4 |
| 29. Students' academic success is largely determined by their mastery of basic skills. | 1 | 2 | 3 | 4 |
| 30. Students' academic success is largely determined by their motivation to learn. | 1 | 2 | 3 | 4 |
| 31. Students' academic success is largely determined by the support they receive from their families. | 1 | 2 | 3 | 4 |
| 32. I tend to teach the way I was taught in school. | 1 | 2 | 3 | 4 |
| 33. Gender is an important identity factor in teaching students. | 1 | 2 | 3 | 4 |
| 34. Similar cultural backgrounds help a teacher connect more effectively with students. | 1 | 2 | 3 | 4 |
| 35. Prior career experiences provide teachers with added resources that enrich the curriculum. | 1 | 2 | 3 | 4 |
| | STRONGLY DISAGREE | DISAGREE | AGREE | STRONGLY AGREE |

| | | | | |
|---|---|---|---|---|
| 36. A teacher's maturity and life experiences enable him/her to deal with a variety of classroom situations. | 1 | 2 | 3 | 4 |

**FOR THE NEXT TWO QUESTIONS, PLEASE CIRCLE THE BEST RESPONSE.**

| | | | | | |
|---|---|---|---|---|---|
| 37. What percent of your students do you predict will graduate high school? | 0% | 1-25% | 26-50% | 51-75% | 76-100% |
| 38. What percent of your students do you predict will attend college? | 0% | 1-25% | 26-50% | 51-75% | 76-100% |

**QUESTIONS 39 THROUGH 42 RELATE ONLY TO THE ADMINISTRATIVE SUPPORT YOU RECEIVE AT YOUR SCHOOL:**

| YOUR SCHOOL ADMINISTRATORS: | NEVER | ONCE | SOME SUPPORT | GOOD SUPPORT | WOULD YOU LIKE MORE HELP? |
|---|---|---|---|---|---|
| 39. Have counseled you in your growth and certification as a teacher. | 0 | 1 | 2 | 3 | Yes No |
| 40. Support a strong instructional program within the school. | 0 | 1 | 2 | 3 | Yes No |
| 41. Have ensured that classroom disruptions are minimized. | 0 | 1 | 2 | 3 | Yes No |
| 42. Enforced your implementation of the discipline policy when students are sent to the office. | 0 | 1 | 2 | 3 | Yes No |

43. Do you receive regular support from one or more peers at your school site? YES NO (Circle)

If YES, indicate how much time per week you receive support: _____ minutes per/week

**PLEASE TELL US MORE ABOUT YOURSELF**

44. What do you teach?

(1) General Education (2) Special Education

45. What level do you teach?

(1) Elementary (2) Middle School

46. What is your gender?

(1) Female (2) Male

47. How would you describe your ethnicity? (Mark only one)

(1) American Indian/Alaska Native
(2) Asian
(3) Black, Not Hispanic
(4) Filipino
(5) Hispanic
(6) Pacific Islander
(7) White, Not Hispanic
(8) Other (specify)_____

48. What is your age? _____

49. What type of school did you attend?

(1) Public
(2) Private, other

50. What was your occupation prior to this teaching assignment?

(1) College student
(2) In an education-related field
(3) Employed full-time (specify)_____
(4) Other (specify) _____

51. Where did you receive most of your elementary school education? Please specify city, state, country.

_____

52. Where did you receive most of your high school education? Please specify city, state, country._____

_____

53. How would you classify your own schooling experience?

(1) Urban (Population 500,000 + )
(2) Rural (Population 10,000)
(3) Suburban (Urban adjacent)

54. How would you classify the socioeconomic level of the high school you attended?

(1) Wealthy community
(2) Middle class community
(3) Low income community

55. In addition to English, are you fluent in any of the languages that any of your students speak? (Circle)

YES NO If YES, specify language_____

56. What percent of your students share your ethnicity? _____%

57. Which statement best reflects how you rate your growth as a new teacher?

(1) I am about the same as when I started.
(2) I have both good days and bad days.
(3) I am making steady progress.
(4) I am making excellent progress
(5) Other (specify)_____

58. Please prioritize 1 (least) to 6 or 7 (most) the areas that you would like help from your mentor or coach.

_____ Emotional support

_____ Planning and implementing lessons

_____ Content knowledge

_____ Classroom management/Student discipline

_____ Analyzing teaching and learning

_____ Non-teaching duties (school procedures/policies)

_____ Other (specify)_____

59. What other comments do you have about support for new teachers?

_____

_____

**THANK YOU FOR COMPLETING THIS QUESTIONNAIRE**.