## Tool 4: Sample Survey of Induction and Mentoring Supports for Emergency and Provisionally Licensed Mentees

**Instructions:** Induction and Mentoring (I&M) coordinators or leaders of I&M programming, can use this sample survey of mentee and mentors to assess your I&M program, identify areas for continuous improvement, and/or add questions to an existing survey specific to differentiating support for emergency and provisionally licensed teachers. The sample survey includes four sections of questions for mentees and two for mentors.

### Mentees

Section 1: Advancing Licensure

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Do you plan to advance your license to an initial license? | Yes | No | Unsure |
| 1. Do you know what you need to doto advance your license? | Yes | No | Unsure |

Section 2: Mentoring

|  |  |  |
| --- | --- | --- |
| 1. Were you provided with a mentor? | Yes | No |
| 1. Do you feel your mentor provided culturally and linguistically sustaining supports? | Yes | No |
| 1. Did your mentor understand the requirements of an emergency/provisional license? | Yes | No |
| 1. Did your mentor address your individual needs? | Yes | No |

Section 3: Supports Provided in Induction and Mentoring Program

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| On a scale of 1 to 5, rate how well the support provided in the induction and mentoring program **matched your individual needs** as an emergency/provisionally/licensed teacher. | 1  Not at all matched | 2  Slightly matched | 3  Moderately matched | 4  Very matched | 5  Extremely matched |
| Orientation |  |  |  |  |  |
| Mentoring |  |  |  |  |  |
| Online learning modules |  |  |  |  |  |
| Book study |  |  |  |  |  |
| Coaching |  |  |  |  |  |
| MTEL (licensure) supports |  |  |  |  |  |
| Observations of mentor teacher |  |  |  |  |  |
| Observations of other teachers |  |  |  |  |  |
| [Add in other supports offered] |  |  |  |  |  |
| [Add in other supports offered] |  |  |  |  |  |
| On a scale of 1 to 5, rate **the amount of time/intensity of support you received.** | 1  Very low amount | 2  Low amount | 3  Moderate amount | 4  High amount | 5  Very high amount |
| Orientation |  |  |  |  |  |
| Mentoring |  |  |  |  |  |
| Online learning modules |  |  |  |  |  |
| Book study |  |  |  |  |  |
| Coaching |  |  |  |  |  |
| MTEL (licensure) supports |  |  |  |  |  |
| Observations of mentor teacher |  |  |  |  |  |
| Observations of other teachers |  |  |  |  |  |
| [Add in other supports offered] |  |  |  |  |  |
| [Add in other supports offered] |  |  |  |  |  |

Section 4: Open-Ended Questions

|  |  |
| --- | --- |
| Question | Open-ended response |
| What supports did you need but not receive during the school year? |  |
| What supports benefitted you the most as an emergency/provisionally licensed novice teacher? |  |

### Mentors

Section 1: Mentoring

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Were you given adequate training to provide differentiated mentoring to your emergency licensed mentees? | Yes | No | NA |
| 1. Were you given adequate training to provide differentiated mentoring to your provisionally licensed mentees? | Yes | No | NA |
| 1. Were you given adequate time to provide differentiated mentoring to your emergency licensed mentees? | Yes | No | NA |
| 1. Were you given adequate time to provide differentiated mentoring to your provisionally licensed mentees? | Yes | No | NA |
| 1. Were you able to provide culturally and linguistically sustaining mentoring? | Yes | No | NA |

Section 2: Open-Ended Questions

|  |  |
| --- | --- |
| Question | Open-ended response |
| What improvements could be made to our mentoring program to support you as a mentor? |  |
| What improvements could be made to our mentoring program to support your emergency/provisionally licensed mentees? |  |
| What supports benefitted you the most as a mentor to emergency/provisionally licensed novice teachers? |  |

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