



# Ohio Resident Educator Program

Induction Survey 2011-12

# The New Teacher Center's Induction Survey

- A simple, rapid and adaptable assessment for use by induction programs.
- Completed online, the Induction Survey provides data from beginning teachers, mentors, site administrators and program leaders to questions, both scaled and open-ended, about new teacher support.
- The Induction Survey addresses Counting, Retention, Program Quality, Practice and Student Learning metrics.
- In 2011-12 the survey was administered to 24 programs representing 15 states and the Republic of Singapore.

## Administered to ODE in Spring 2012

- Resident Educators (REs) – 1,892 completed the survey
- Mentors – 1,687 completed the survey
- Principals – 279 completed the survey
- Program Coordinators – 266 completed the survey
- **Overall – 4,124 participants completed the survey**

# Overview of Survey Reports

## GENERAL THEMES

- Resident Educator & Mentor Interaction
- Mentor Professional Development
- RE Professional Development
- Meeting Frequency with Principals
- Mentor & Principal Interaction
- Meeting Frequency with REs
- Work Documentation
- Professional Goals

Total Respondents by School Typology (N)		
	Resident Educators	Mentors
All Typology/Statewide	1,892	1,687
Suburban	523	550
Rural	485	508
Charter/Virtual	334	178
Urban	566	401

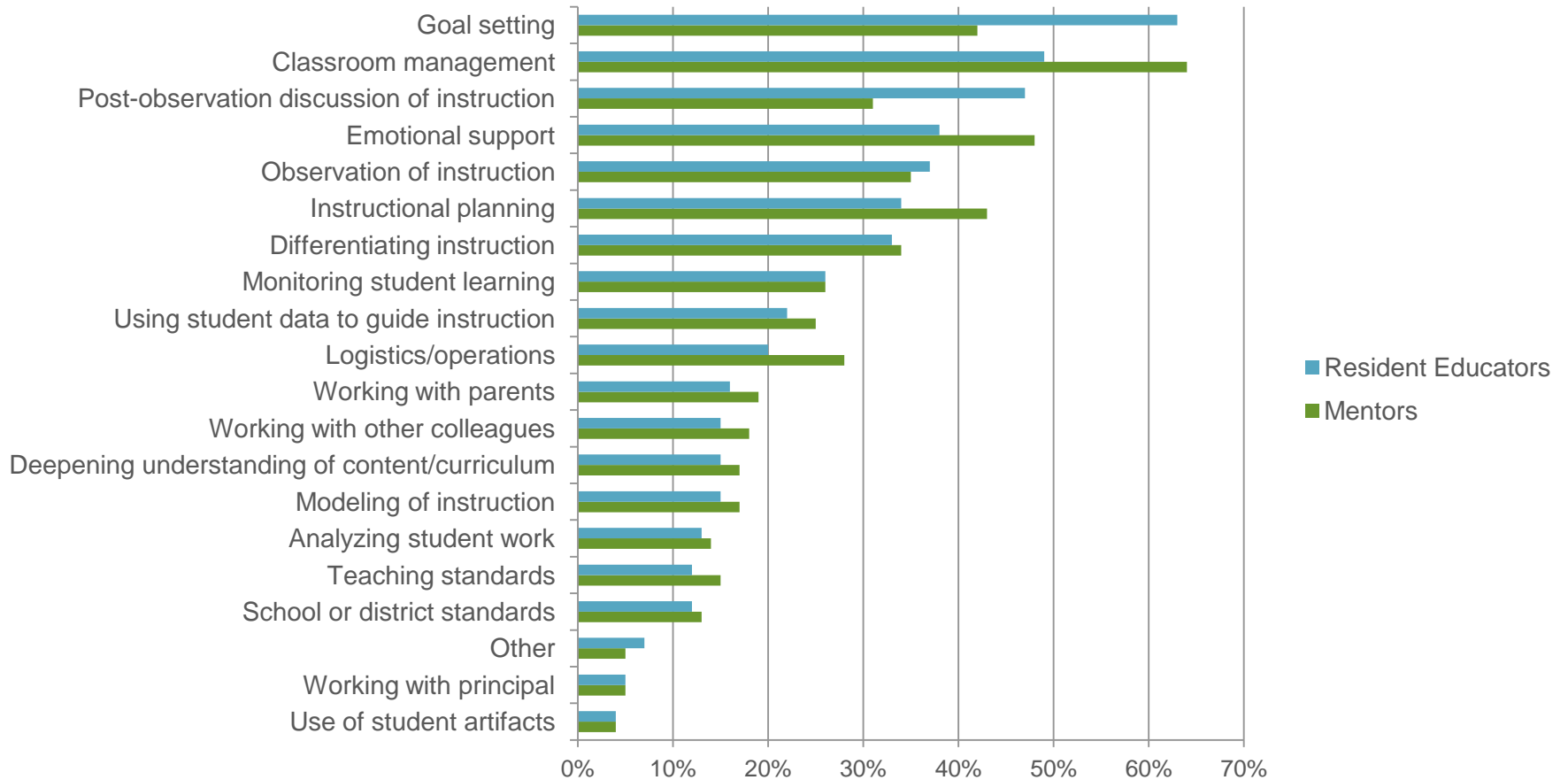
**SECTION ONE**

# Resident Educator & Mentor Interaction

# Resident Educator & Mentor Interaction

RESIDENT EDUCATORS & MENTORS IN ALL TYPOLOGY

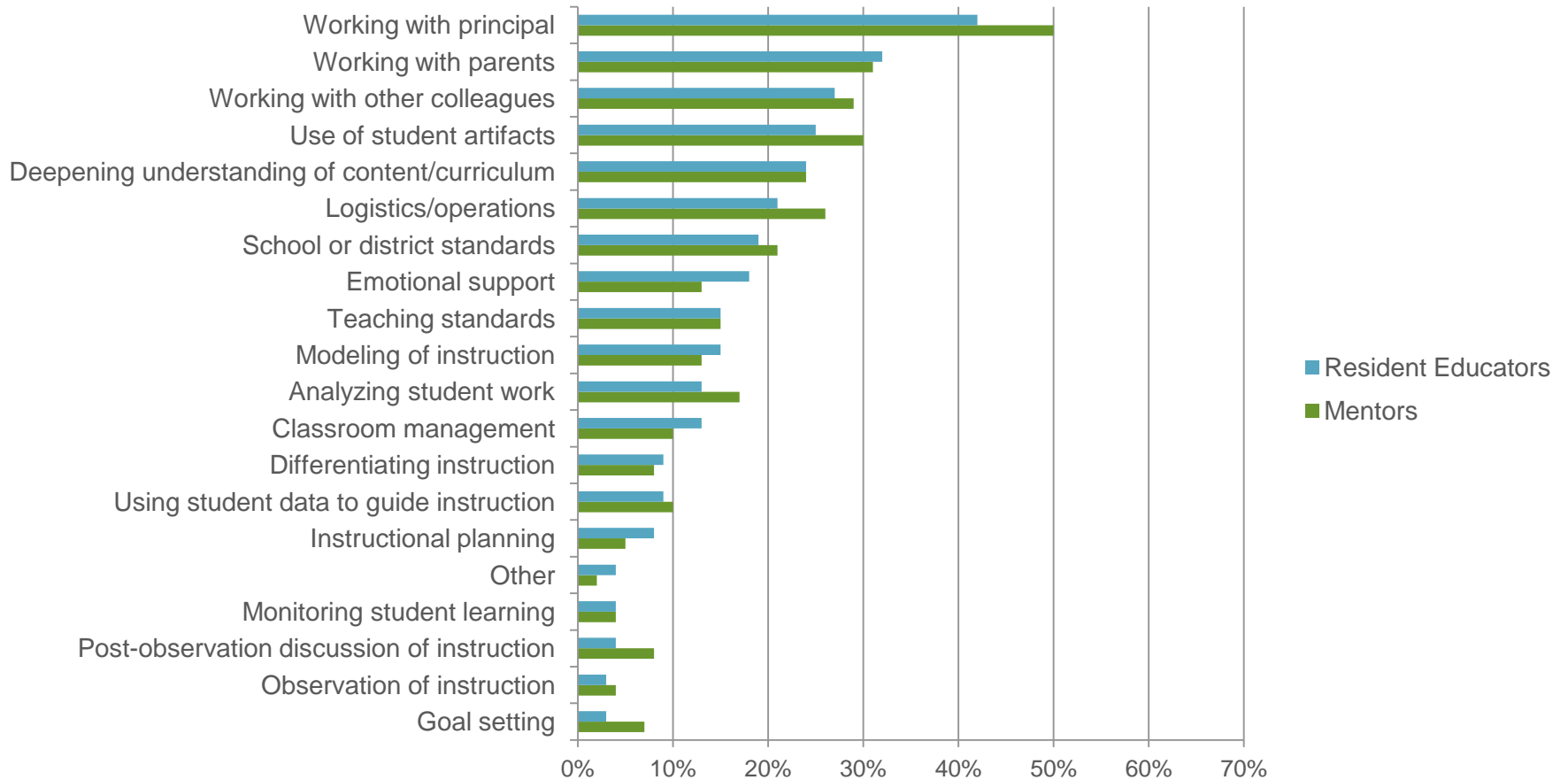
When Resident Educators and Mentors meet face-to-face, their work MOST focuses on...(Select 5)



# Resident Educator & Mentor Interaction

RESIDENT EDUCATORS & MENTORS IN ALL TYPOLOGY

When Resident Educators and Mentors meet face-to-face, their work **LEAST** focuses on...(Select 5)



# Resident Educator & Mentor Interaction

## RESIDENT EDUCATORS & MENTORS IN ALL TYPOLOGY

**When Resident Educators and Mentors meet face-to-face, their work focuses on...(Select 5)**

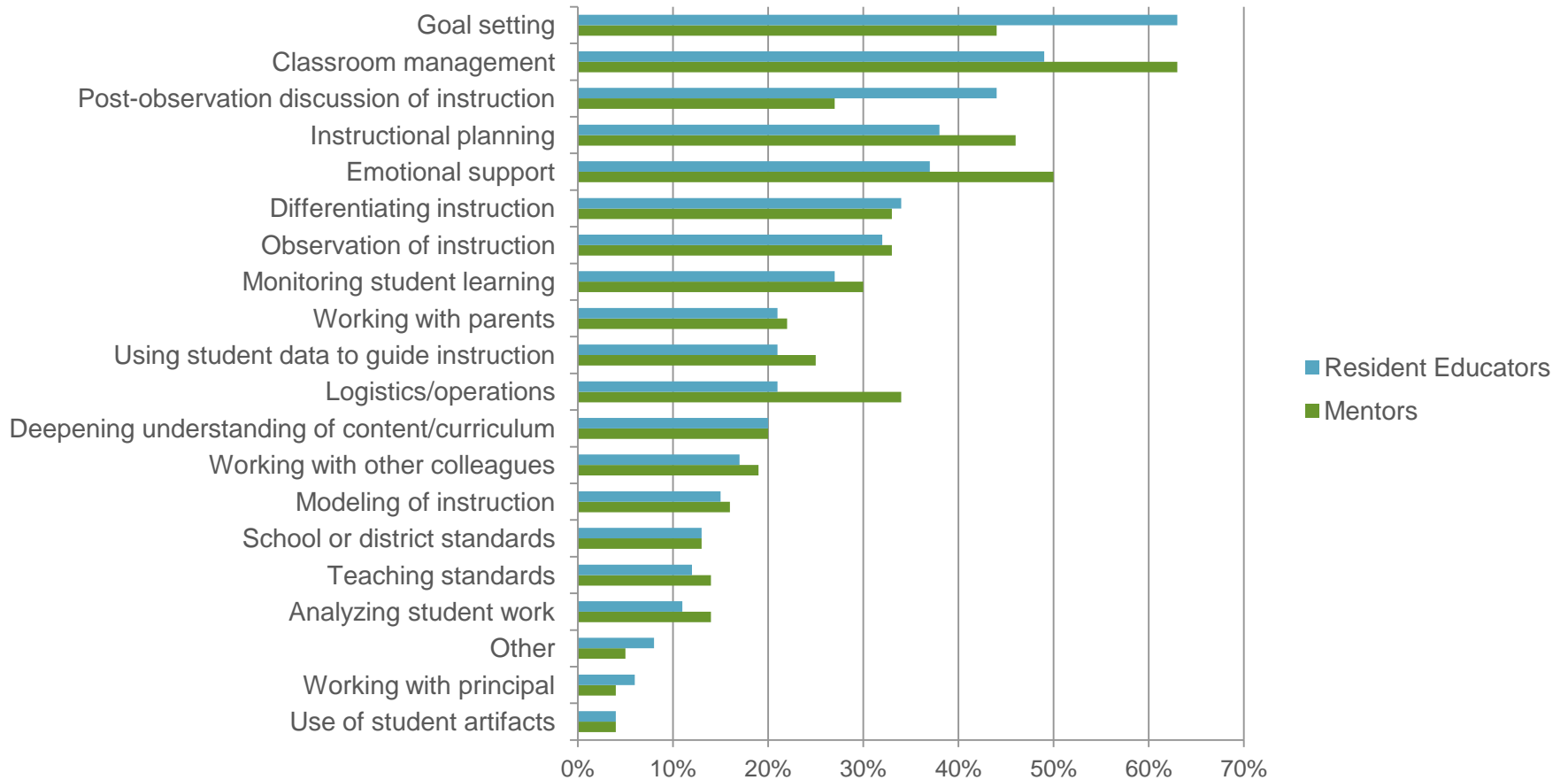
	Most	Least
<b>Resident Educators N=1,892</b>	<ul style="list-style-type: none"> <li>•Goal Setting</li> <li>•Classroom Management</li> <li>•Post-Observation Discussion of Instruction</li> <li>•Emotional Support</li> <li>•Observation of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>•Working with Principal</li> <li>•Working with Parents</li> <li>•Working with Other Colleagues</li> <li>•Use of Student Artifacts</li> <li>•Deepening Understanding of Content/ Curriculum</li> </ul>
<b>Mentors N=1,687</b>	<ul style="list-style-type: none"> <li>•Classroom Management</li> <li>•Emotional Support</li> <li>•Instructional Planning</li> <li>•Goal Setting</li> <li>•Observation of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>•Working with Principal</li> <li>•Working with Parents</li> <li>•Use of Student Artifacts</li> <li>•Working with Other Colleagues</li> <li>•Logistics/Operations</li> </ul>

\* Table represents the top five responses per category

# Resident Educator & Mentor Interaction

## RESIDENT EDUCATORS & MENTORS IN SUBURBAN SCHOOLS

When Resident Educators and Mentors meet face-to-face, their work MOST focuses on...(Select 5)

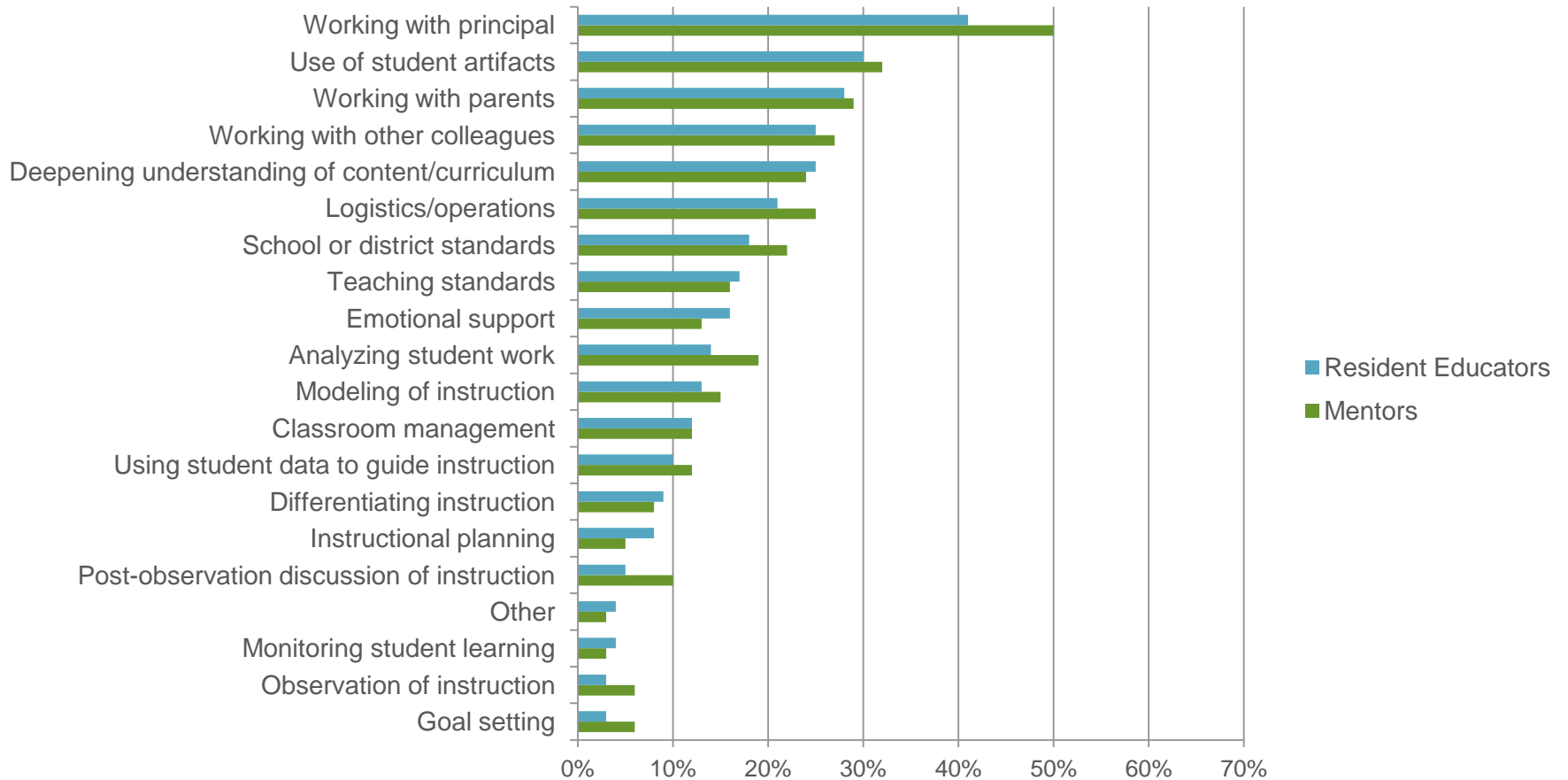




# Resident Educator & Mentor Interaction

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When Resident Educators and Mentors meet face-to-face, their work **LEAST** focuses on...(Select 5)



# Resident Educator & Mentor Interaction

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**When Resident Educators and Mentors meet face-to-face, their work focuses on...(Select 5)**

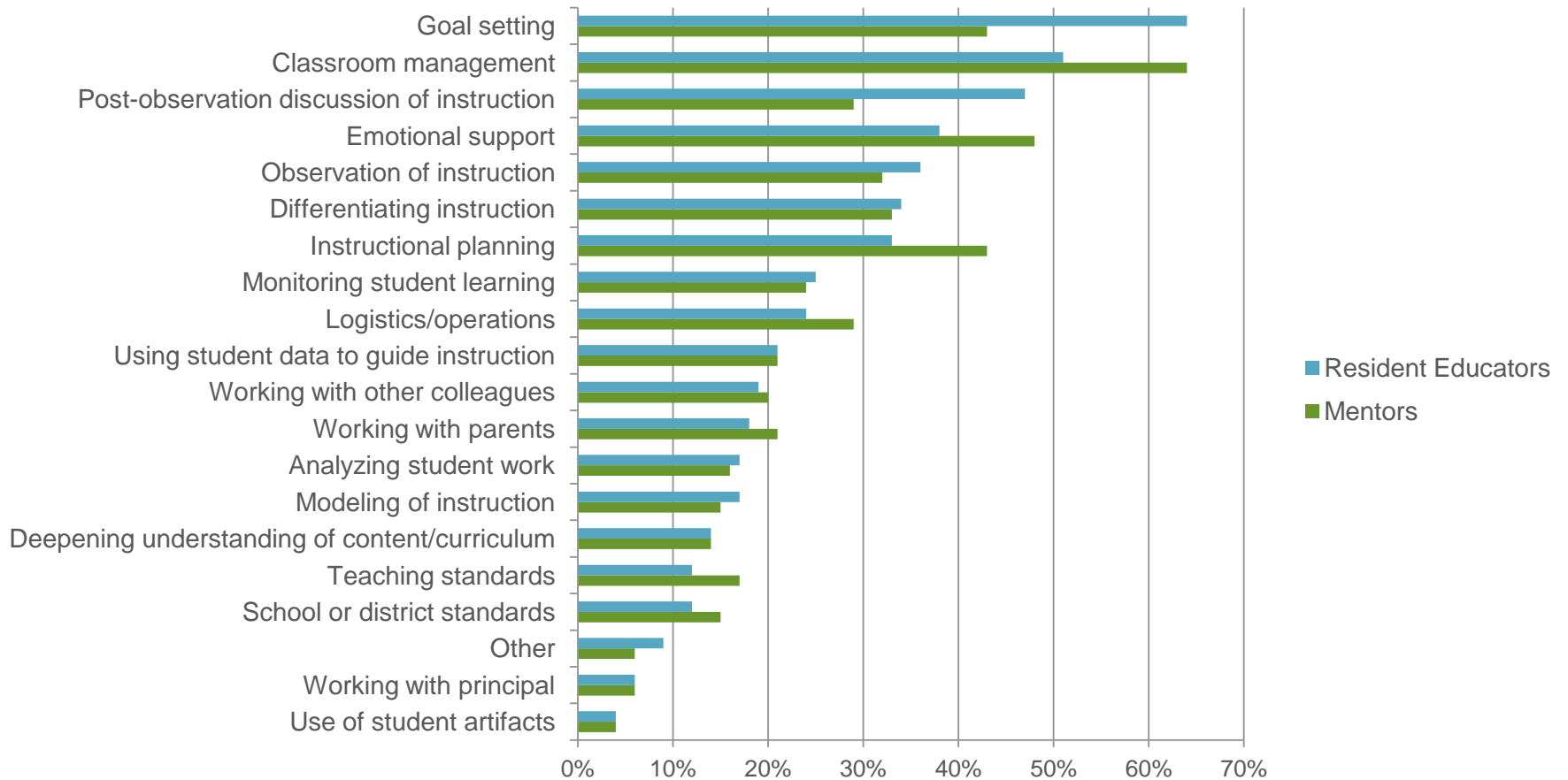
	Most	Least
<b>Resident Educators N=523</b>	<ul style="list-style-type: none"> <li>•Goal Setting</li> <li>•Classroom Management</li> <li>•Post-Observation Discussion of Instruction</li> <li>•Observation of Instruction</li> <li>•Instructional Planning</li> </ul>	<ul style="list-style-type: none"> <li>•Working with Principal</li> <li>•Use of Student Artifacts</li> <li>•Working with Parents</li> <li>•Working with Other Colleagues</li> <li>•Deepening Understanding of Content/ Curriculum</li> </ul>
<b>Mentors N=550</b>	<ul style="list-style-type: none"> <li>•Classroom Management</li> <li>•Emotional Support</li> <li>•Instructional Planning</li> <li>•Goal Setting</li> <li>•Logistics/Operations</li> </ul>	<ul style="list-style-type: none"> <li>•Working with Principal</li> <li>•Use of Student Artifacts</li> <li>•Working with Parents</li> <li>•Working with Other Colleagues</li> <li>•Logistics/Operations</li> </ul>

\* Table represents the top five responses per category

# Resident Educator & Mentor Interaction

## RESIDENT EDUCATORS & MENTORS IN RURAL SCHOOLS

When Resident Educators and Mentors meet face-to-face, their work MOST focuses on...(Select 5)



Source: Hermann, A. New Teacher Center Induction Survey, 2012

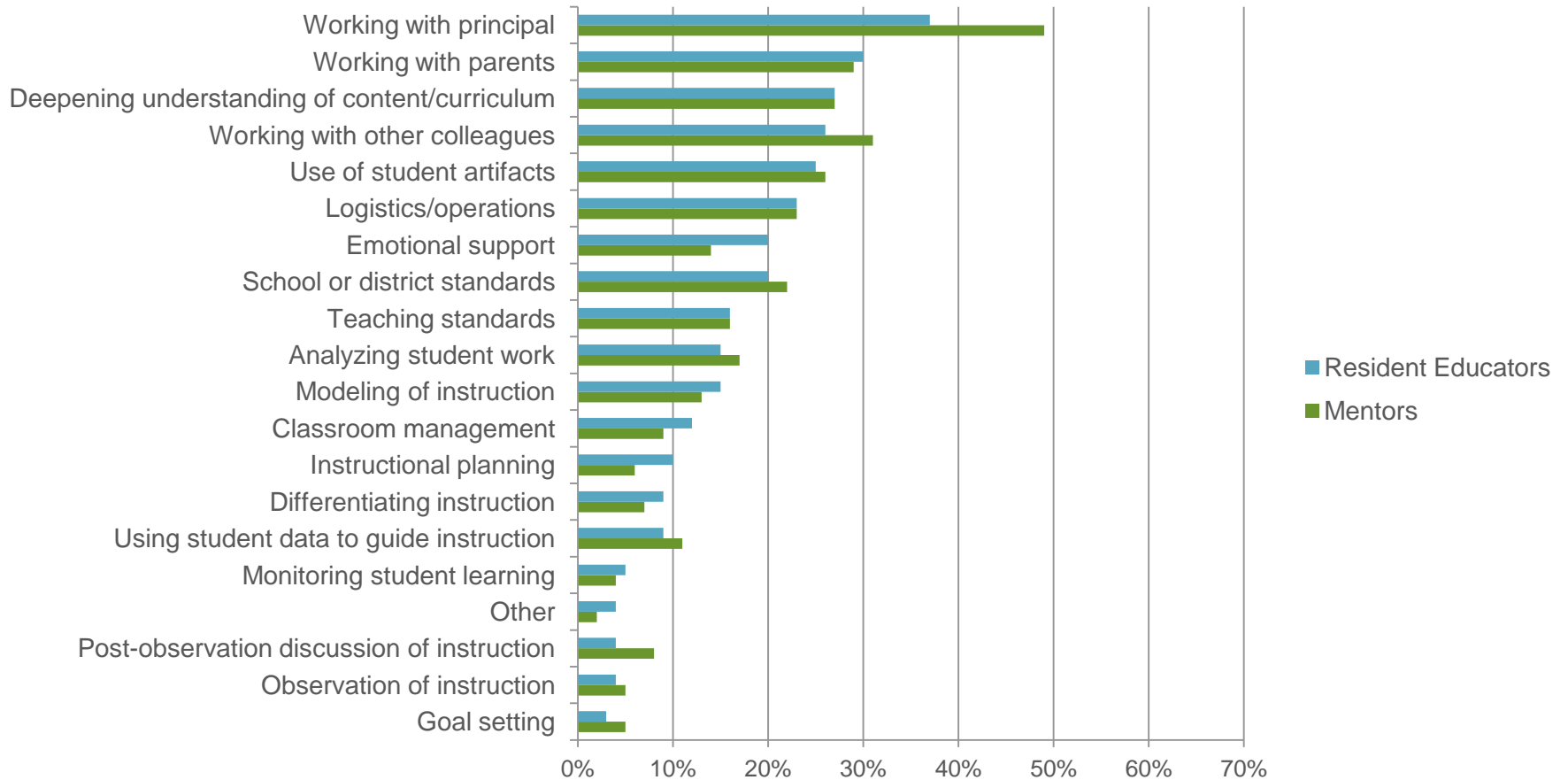
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# Resident Educator & Mentor Interaction

## RESIDENT EDUCATORS & MENTORS IN RURAL SCHOOLS

When Resident Educators and Mentors meet face-to-face, their work **LEAST** focuses on...(Select 5)



# Resident Educator & Mentor Interaction

## RESIDENT EDUCATORS & MENTORS IN RURAL SCHOOLS

**When Resident Educators and Mentors meet face-to-face,  
their work focuses on...(Select 5)**

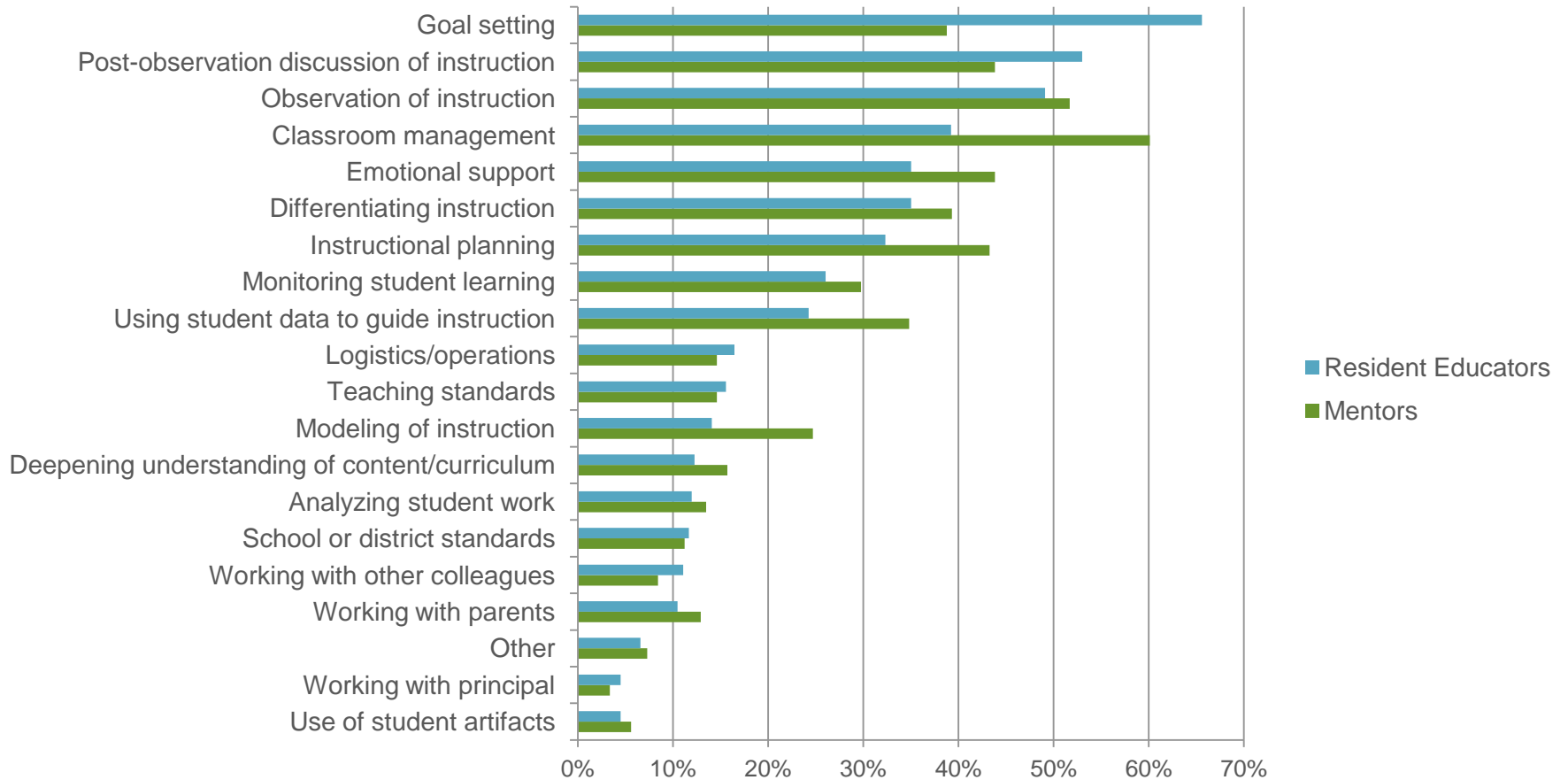
	Most	Least
<b>Resident Educators N=485</b>	<ul style="list-style-type: none"> <li>•Goal setting</li> <li>•Classroom Management</li> <li>•Post-Observation Discussion of Instruction</li> <li>•Emotional Support</li> <li>•Observation of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>•Working with Principal</li> <li>•Working with Parents</li> <li>•Deepening Understanding of Content/ Curriculum</li> <li>•Working with Other Colleagues</li> <li>•Use of Student Artifacts</li> </ul>
<b>Mentors N=508</b>	<ul style="list-style-type: none"> <li>•Classroom Management</li> <li>•Emotional Support</li> <li>•Goal Setting</li> <li>•Instructional Planning</li> <li>•Differentiating Instruction</li> </ul>	<ul style="list-style-type: none"> <li>•Working with Principal</li> <li>•Working with Other Colleagues</li> <li>•Working with Parents</li> <li>•Deepening Understanding of Content/ Curriculum</li> <li>•Use of Student Artifacts</li> </ul>

\* Table represents the top five responses per category

# Resident Educator & Mentor Interaction

## RESIDENT EDUCATORS & MENTORS IN CHARTER/VIRTUAL SCHOOLS

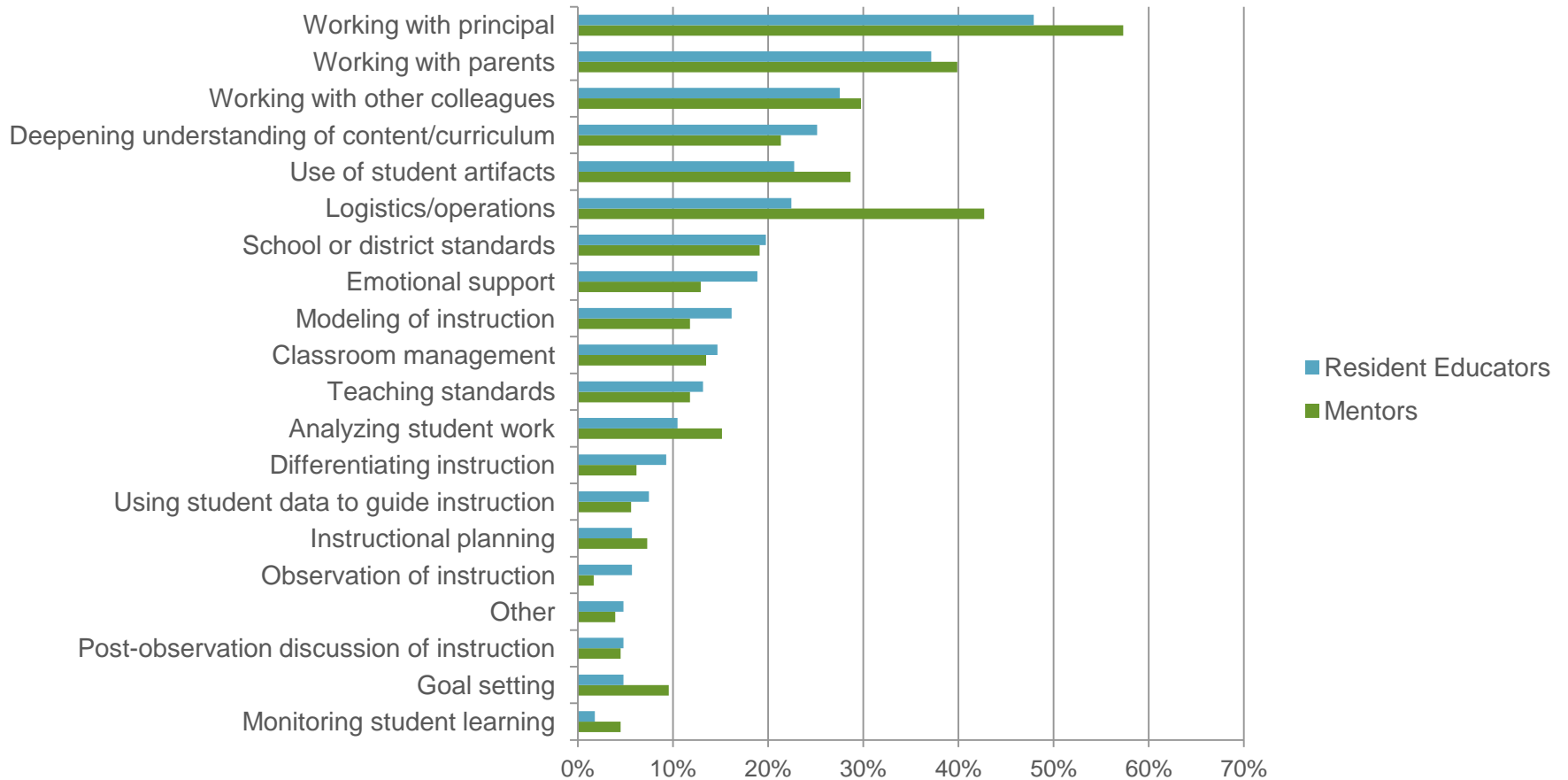
When Resident Educators and Mentors meet face-to-face, their work MOST focuses on...(Select 5)



# Resident Educator & Mentor Interaction

## RESIDENT EDUCATORS & MENTORS IN CHARTER/VIRTUAL SCHOOLS

When Resident Educators and Mentors meet face-to-face, their work **LEAST** focuses on...(Select 5)



# Resident Educator & Mentor Interaction

## RESIDENT EDUCATORS & MENTORS IN CHARTER/VIRTUAL SCHOOLS

When Resident Educators and Mentors meet face-to-face,  
their work focuses on...(Select 5)

	Most	Least
<b>Resident Educators N=334</b>	<ul style="list-style-type: none"> <li>•Goal setting</li> <li>•Post-Observation Discussion of Instruction</li> <li>•Observation of Instruction</li> <li>•Classroom Management</li> <li>•Emotional Support</li> </ul>	<ul style="list-style-type: none"> <li>•Working with Principal</li> <li>•Working with Parents</li> <li>•Working with Other Colleagues</li> <li>•Deepening Understanding of Content/ Curriculum</li> <li>•Use of Student Artifacts</li> </ul>
<b>Mentors N=178</b>	<ul style="list-style-type: none"> <li>•Classroom Management</li> <li>•Observation of Instruction</li> <li>•Post-Observation Discussion of Instruction</li> <li>•Emotional Support</li> <li>•Instructional Planning</li> </ul>	<ul style="list-style-type: none"> <li>•Working with Principal</li> <li>•Logistics/Operations</li> <li>•Working with Parents</li> <li>•Working with Other Colleagues</li> <li>•Use of Student Artifacts</li> </ul>

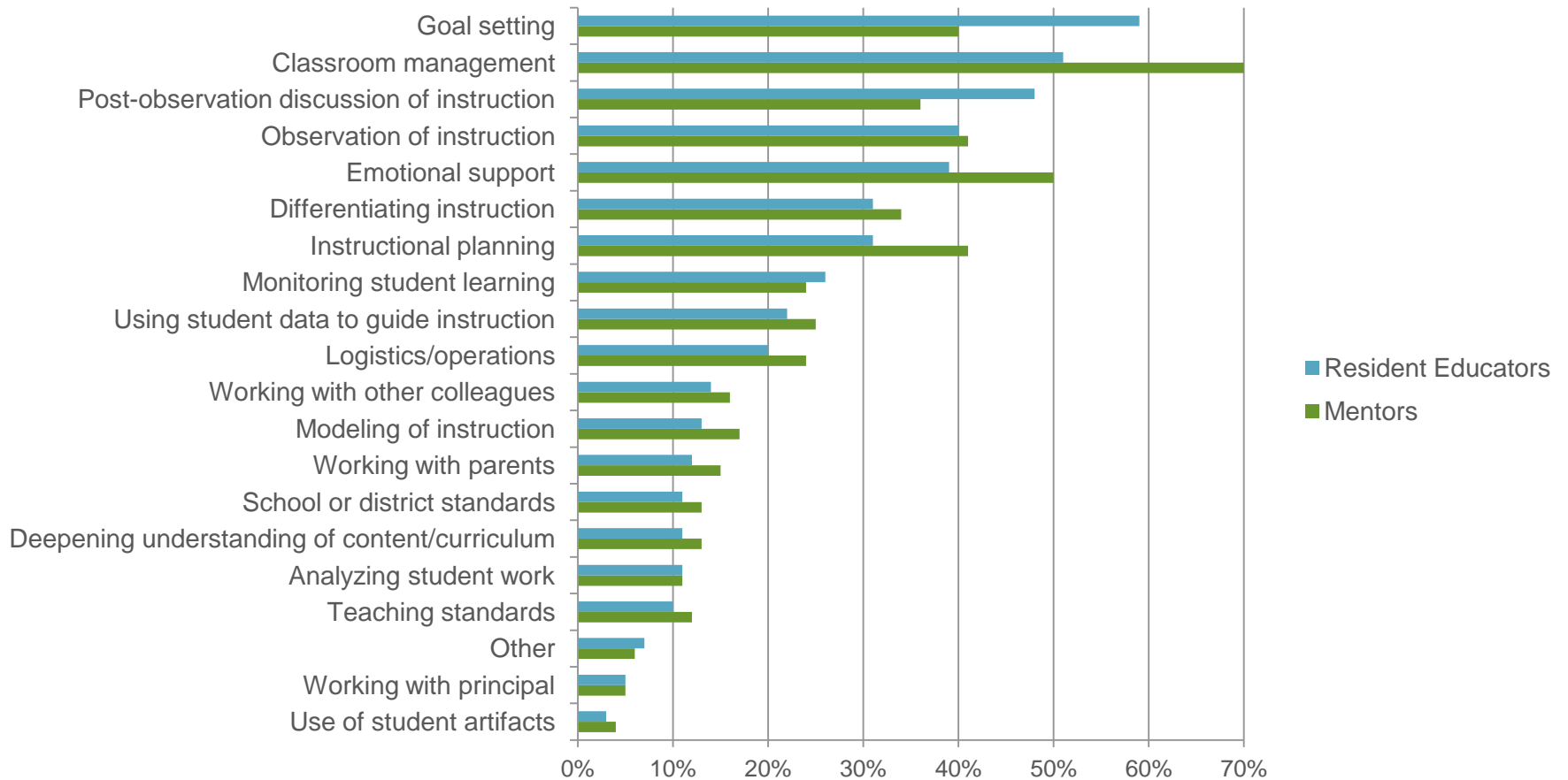
\* Table represents the top five responses per category



# Resident Educator & Mentor Interaction

## RESIDENT EDUCATORS & MENTORS IN URBAN SCHOOLS

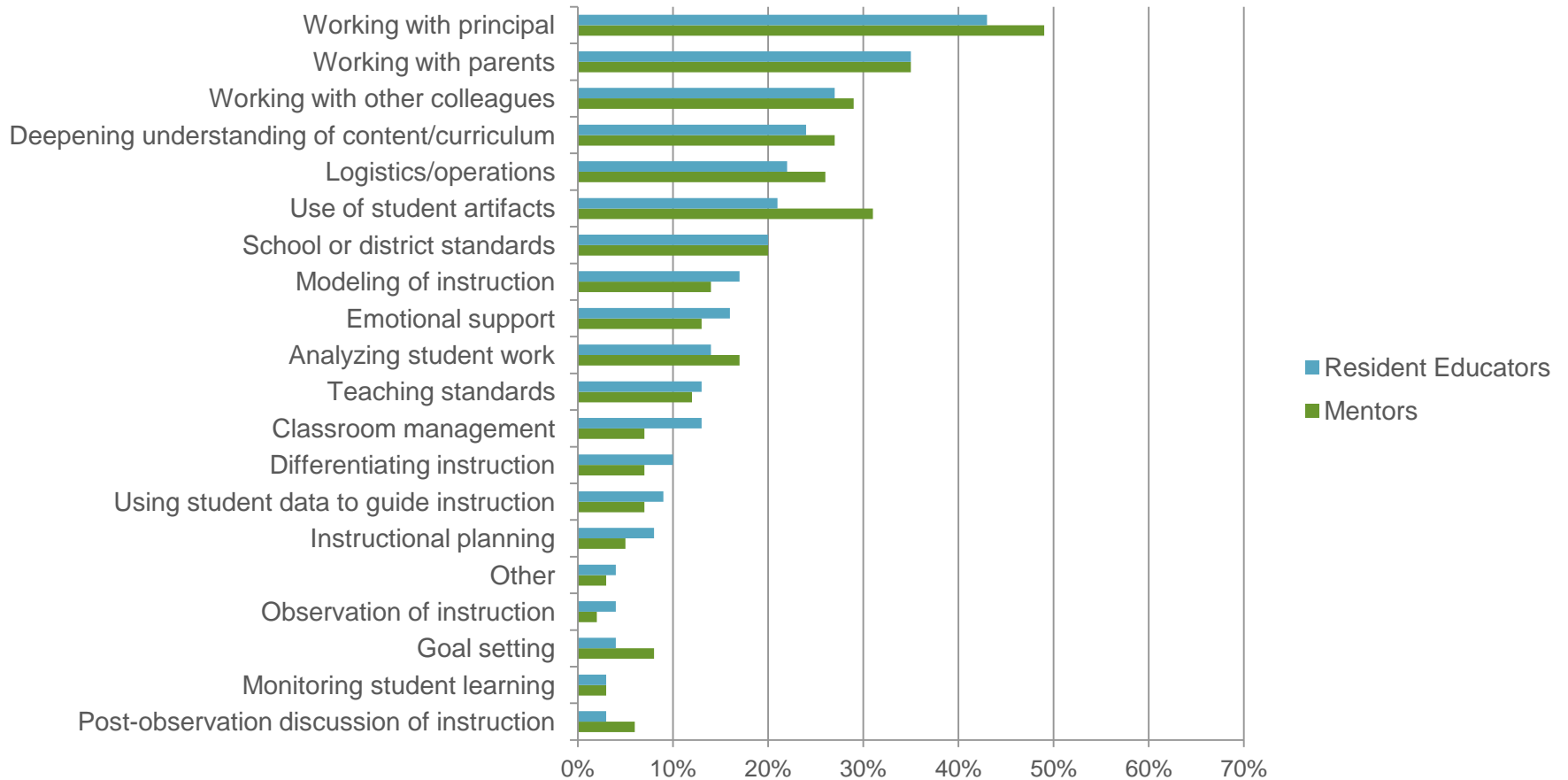
When Resident Educators and Mentors meet face-to-face, their work MOST focuses on...(Select 5)



# Resident Educator & Mentor Interaction

## RESIDENT EDUCATORS & MENTORS IN URBAN SCHOOLS

When Resident Educators and Mentors meet face-to-face, their work **LEAST** focuses on...(Select 5)



Source: Hermann, A. New Teacher Center Induction Survey, 2012

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# Resident Educator & Mentor Interaction

## RESIDENT EDUCATORS & MENTORS IN URBAN SCHOOLS

**When Resident Educators and Mentors meet face-to-face,  
their work focuses on...(Select 5)**

	Most	Least
<b>Resident Educators N=566</b>	<ul style="list-style-type: none"> <li>•Goal setting</li> <li>•Classroom Management</li> <li>•Post-Observation Discussion of Instruction</li> <li>•Observation of Instruction</li> <li>•Emotional Support</li> </ul>	<ul style="list-style-type: none"> <li>•Working with Principal</li> <li>•Working with Parents</li> <li>•Working with Other Colleagues</li> <li>•Deepening Understanding of Content/ Curriculum</li> <li>•Logistics/Operations</li> </ul>
<b>Mentors N=401</b>	<ul style="list-style-type: none"> <li>•Classroom Management</li> <li>•Emotional Support</li> <li>•Instructional Planning</li> <li>•Observation of Instruction</li> <li>•Goal setting</li> </ul>	<ul style="list-style-type: none"> <li>•Working with Principal</li> <li>•Working with Parents</li> <li>•Use of Student Artifacts</li> <li>•Working with Other Colleagues</li> <li>•Deepening Understanding of Content/ Curriculum</li> </ul>

\* Table represents the top five responses per category

SECTION TWO

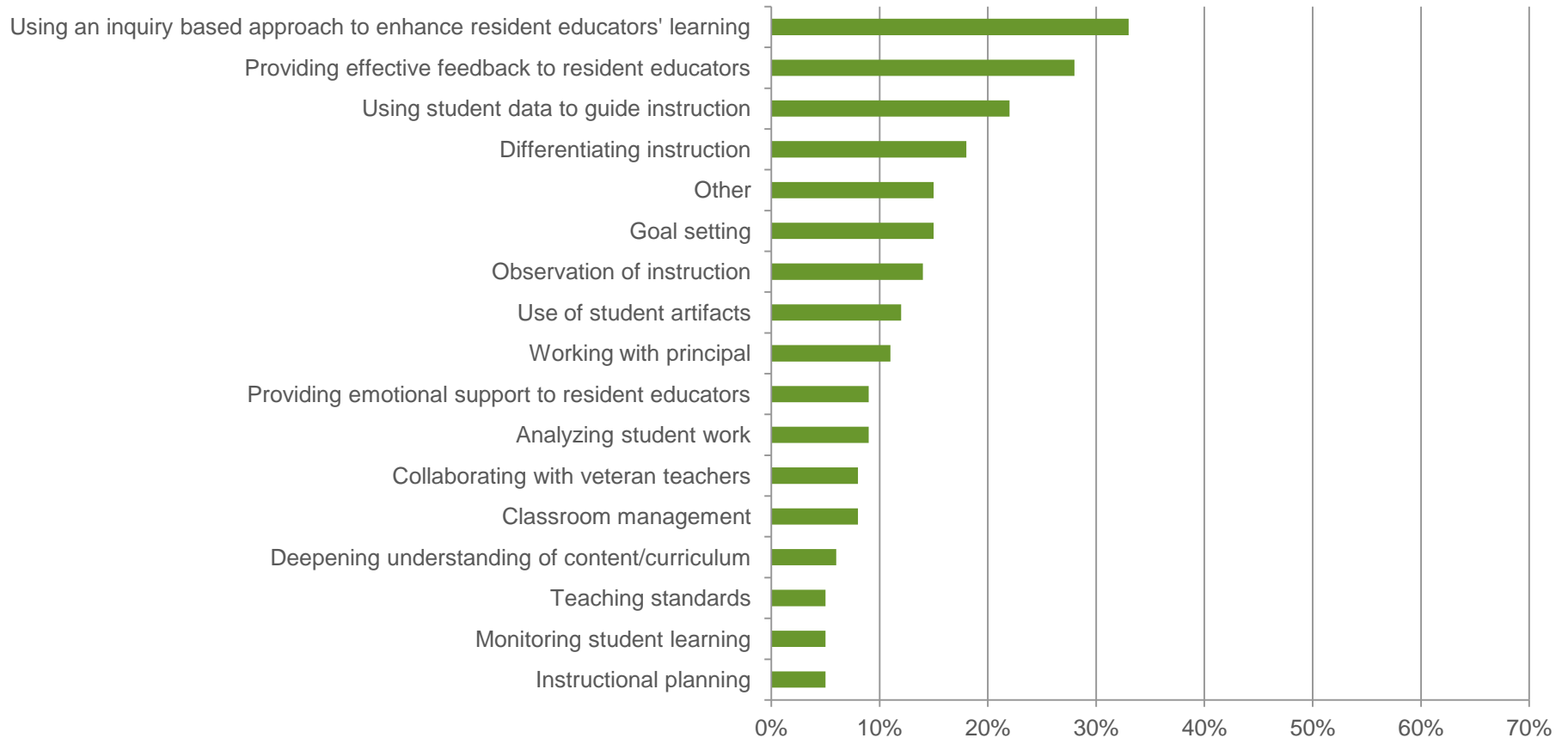
Mentor

Professional Development

# Mentor Professional Development

## MENTORS IN SUBURBAN SCHOOLS

In which of the following areas would you like more professional development? (Mark all that apply)



Source: Hermann, A. New Teacher Center Induction Survey, 2012

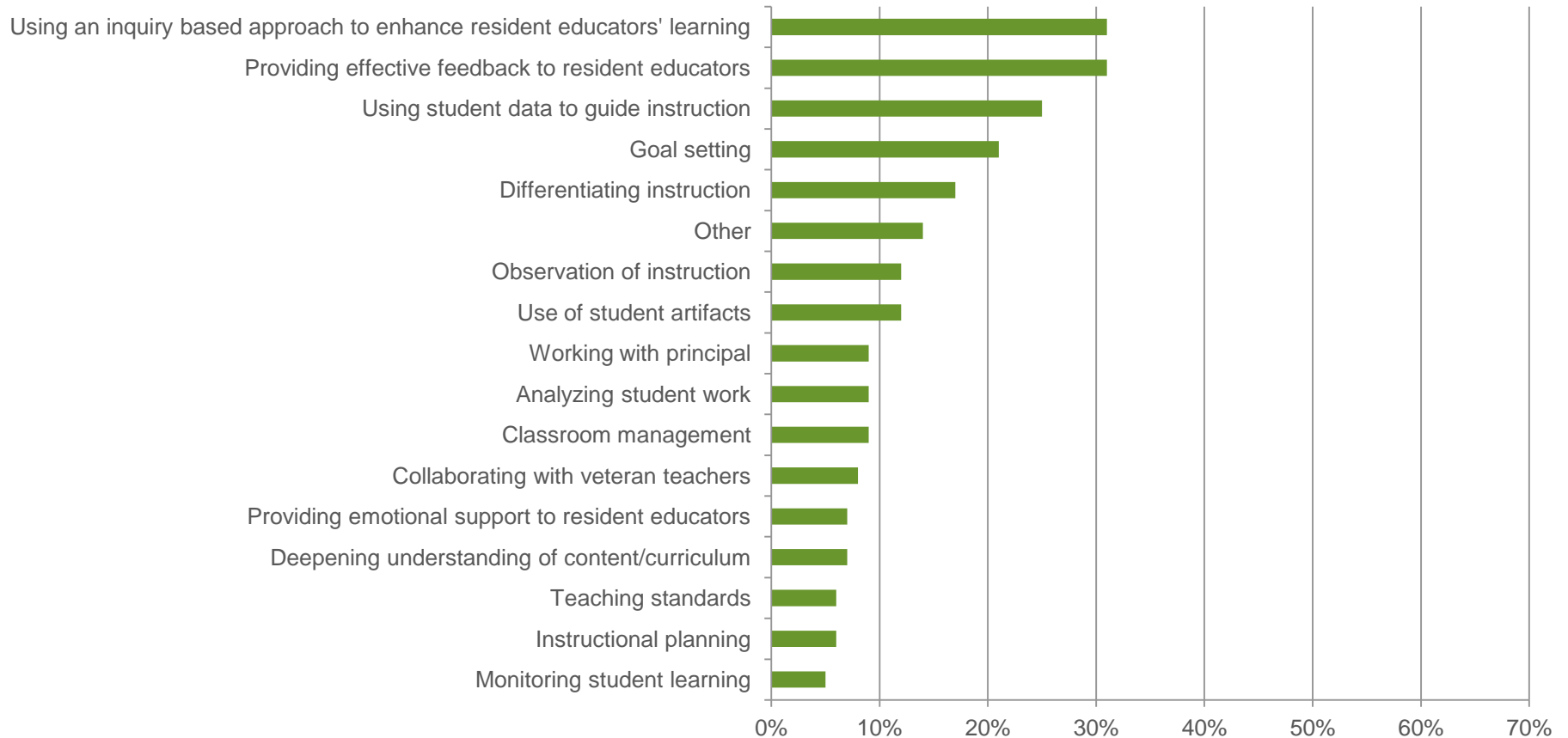
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# Mentor Professional Development

## MENTORS IN RURAL SCHOOLS

In which of the following areas would you like more professional development? (Mark all that apply)



Source: Hermann, A. New Teacher Center Induction Survey, 2012

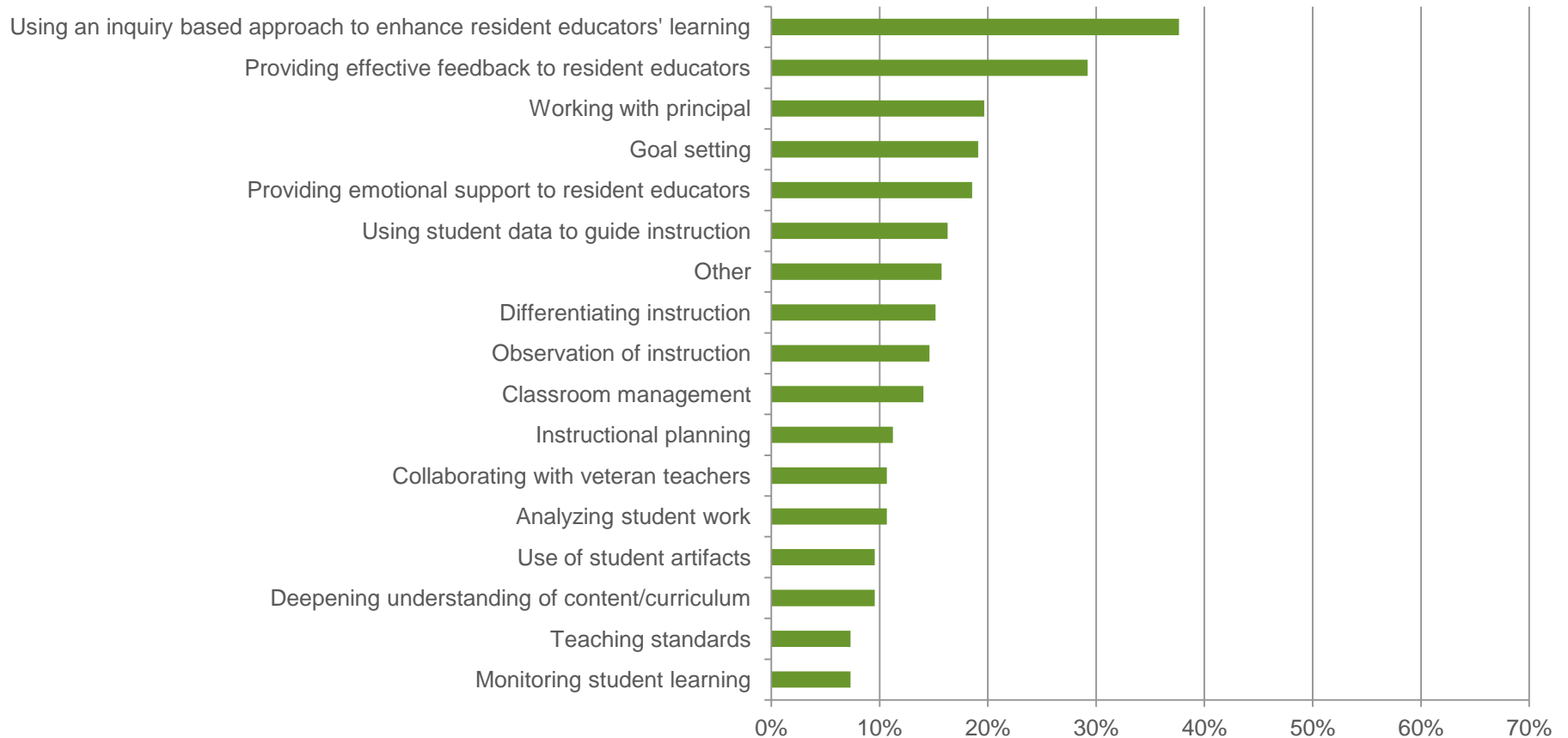
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# Mentor Professional Development

## MENTORS IN CHARTER/VIRTUAL SCHOOLS

In which of the following areas would you like more professional development? (Mark all that apply)



Source: Hermann, A. New Teacher Center Induction Survey, 2012

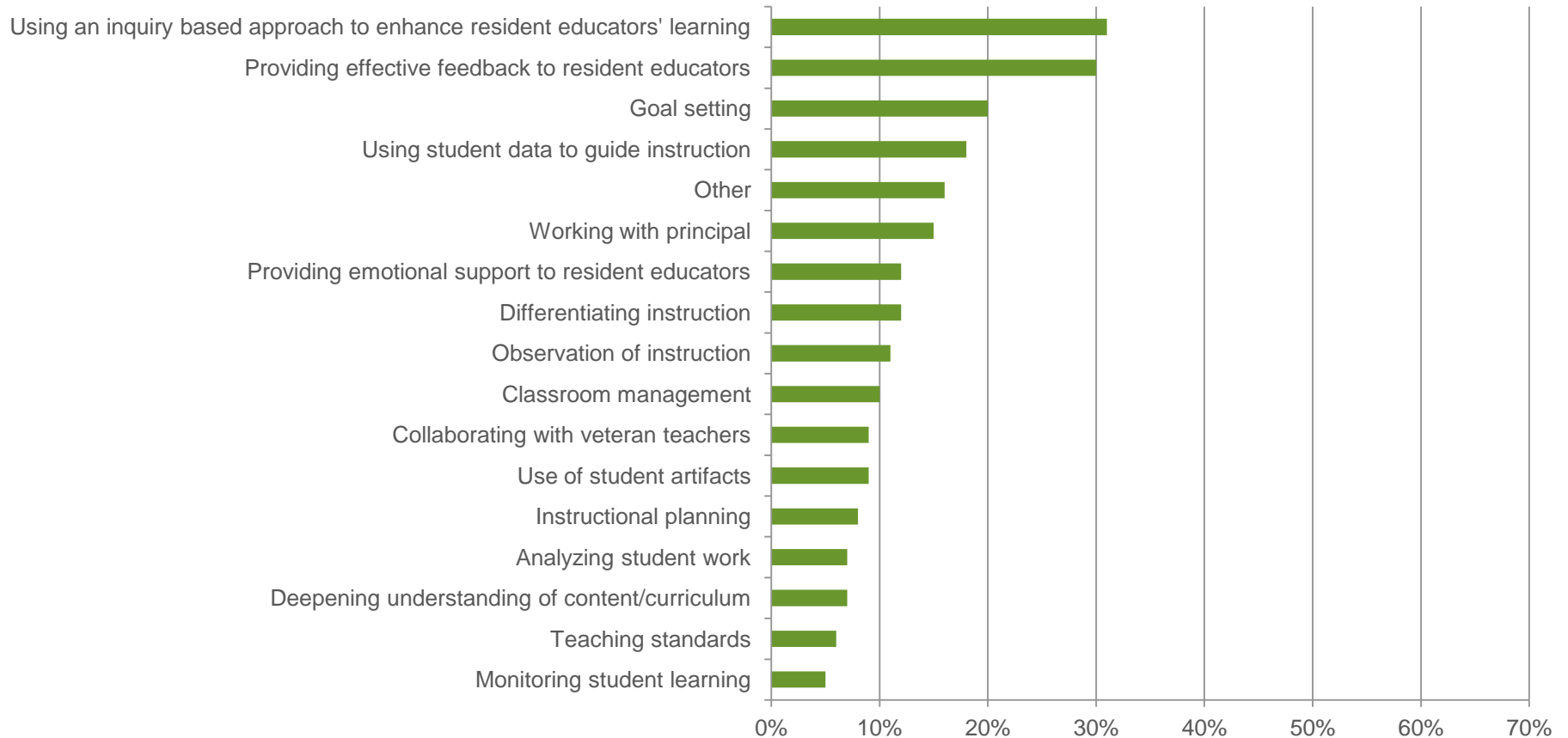
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# Mentor Professional Development

## MENTORS IN URBAN SCHOOLS

In which of the following areas would you like more professional development? (Mark all that apply)



Source: Hermann, A. New Teacher Center Induction Survey, 2012

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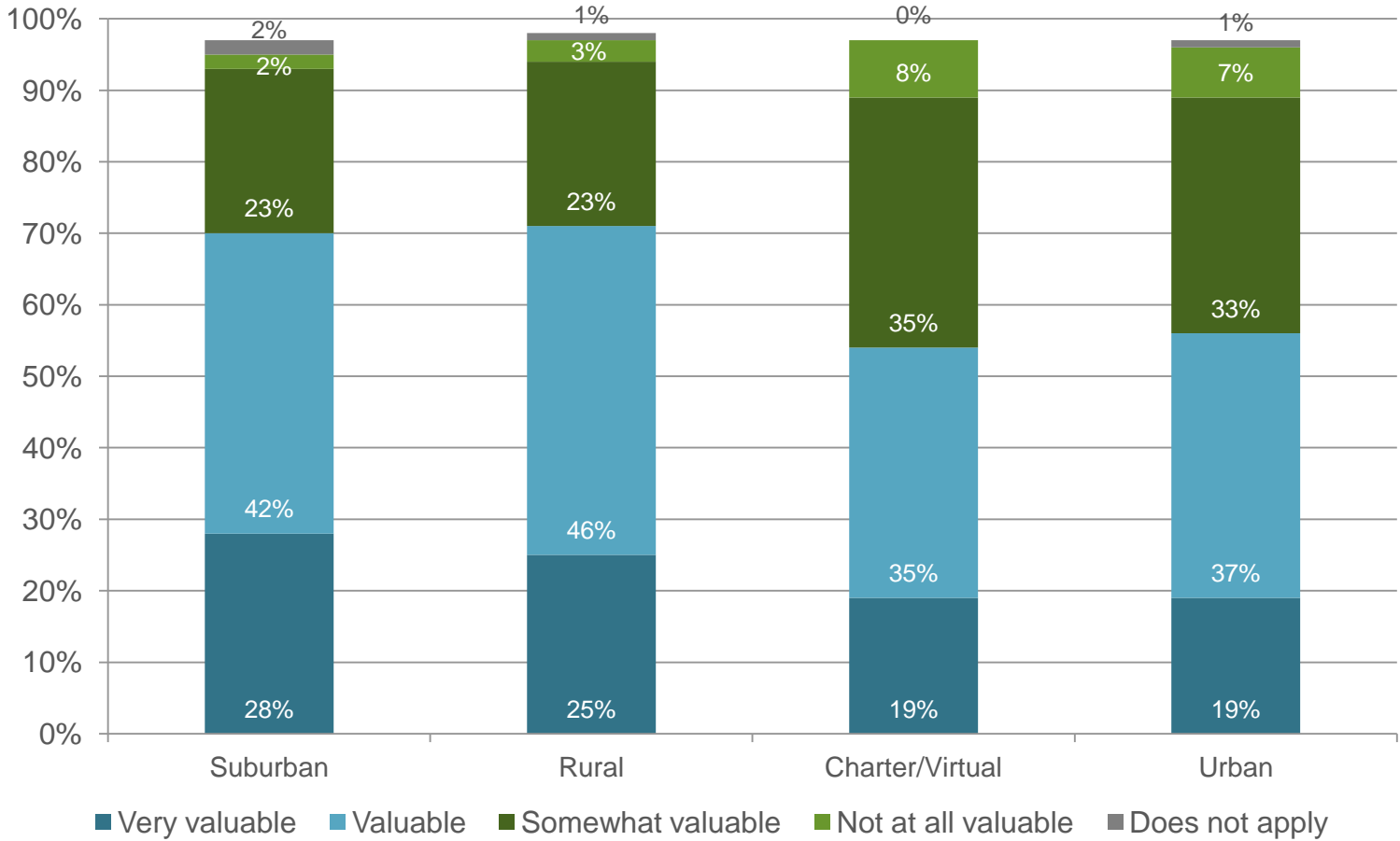
**SECTION THREE**

# Resident Educator Professional Development

# Resident Educator Professional Development

RESIDENT EDUCATORS IN SUBURBAN, RURAL, CHARTER/VIRTUAL AND URBAN SCHOOLS

Indicate how valuable your District/School professional development was to your professional growth



Source: Hermann, A. New Teacher Center Induction Survey, 2012



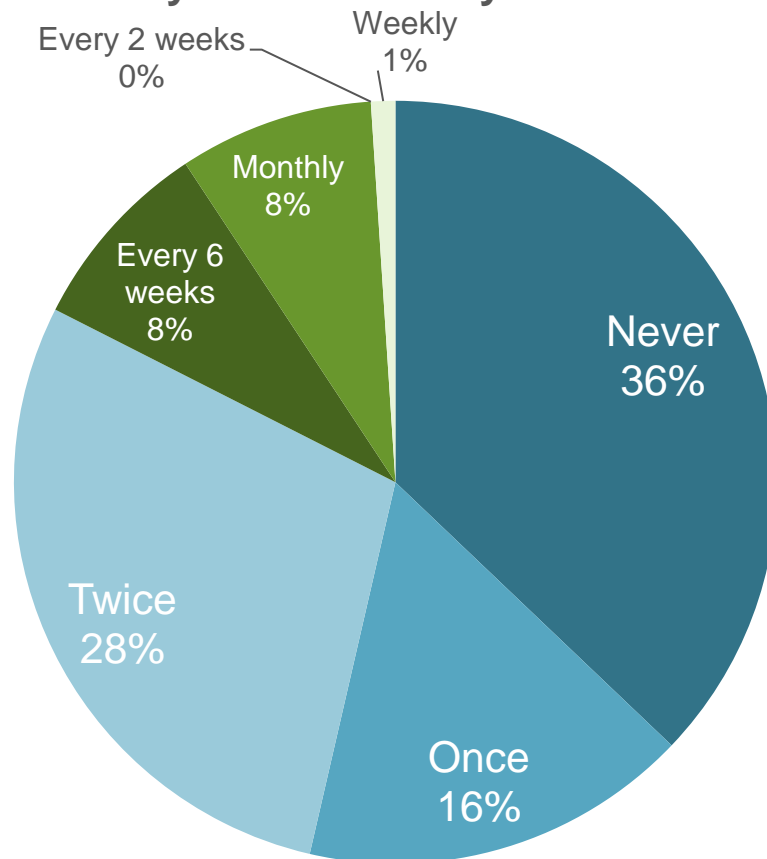
## SECTION FOUR

# Meeting Frequency with Principals

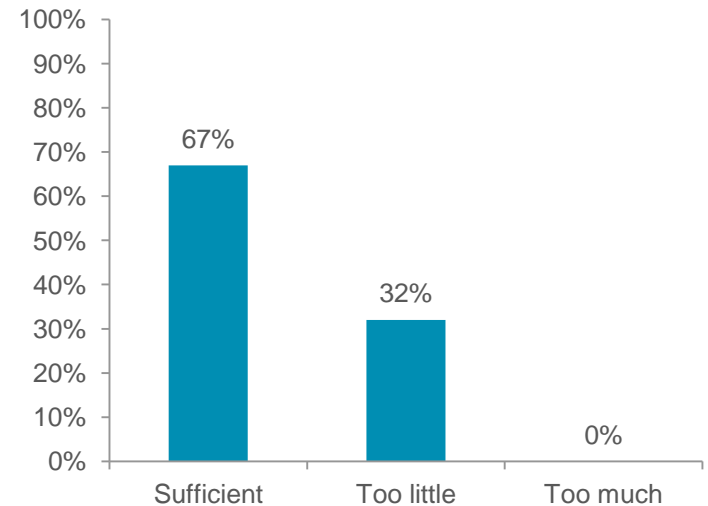
# Meeting Frequency with Principals

## MENTORS IN SUBURBAN SCHOOLS

Typically, how many times have you and your principal set aside time to discuss your work with your Resident Educator(s)?



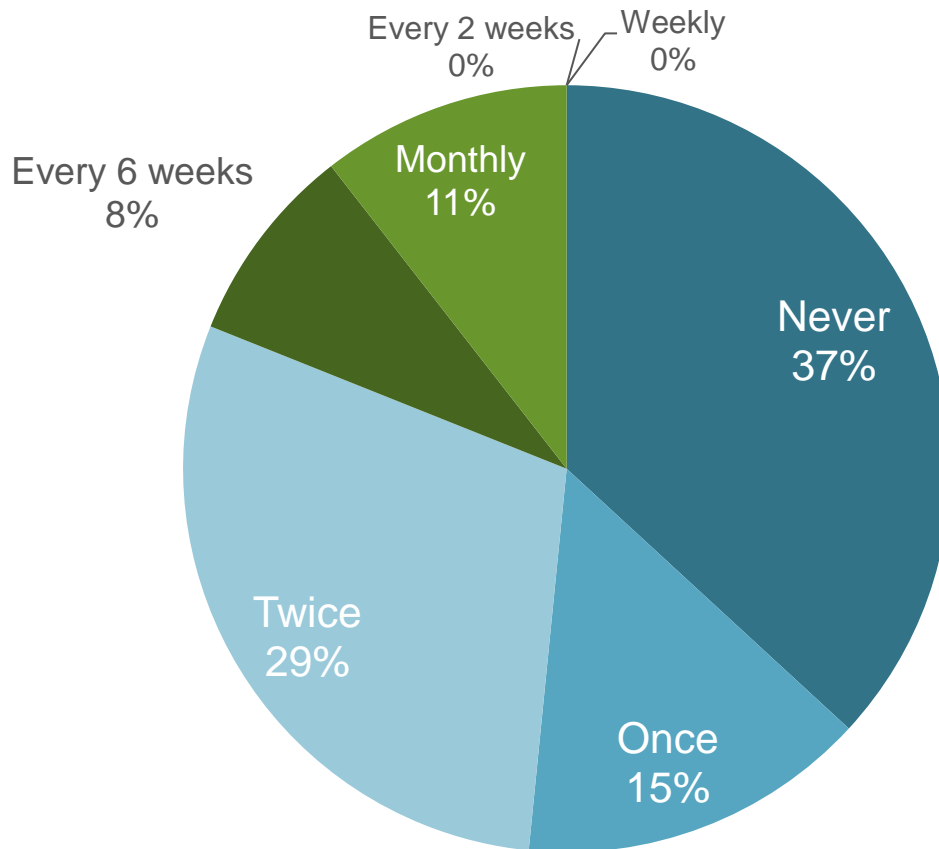
This frequency was...



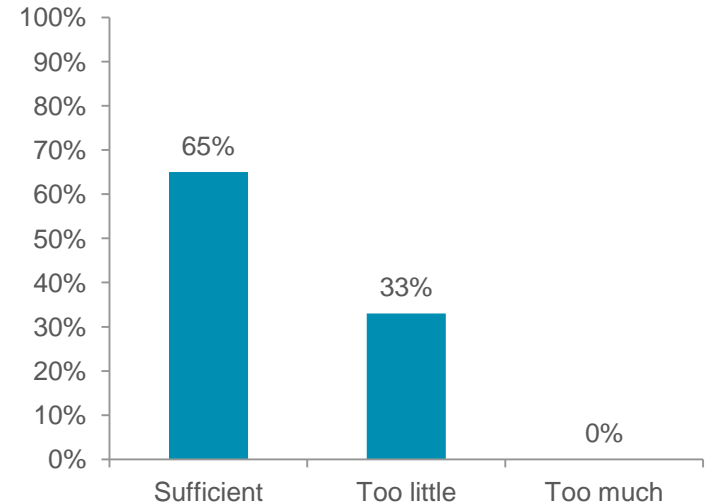
# Meeting Frequency with Principals

## MENTORS IN RURAL SCHOOLS

Typically, how many times have you and your principal set aside time to discuss your work with your Resident Educator(s)?



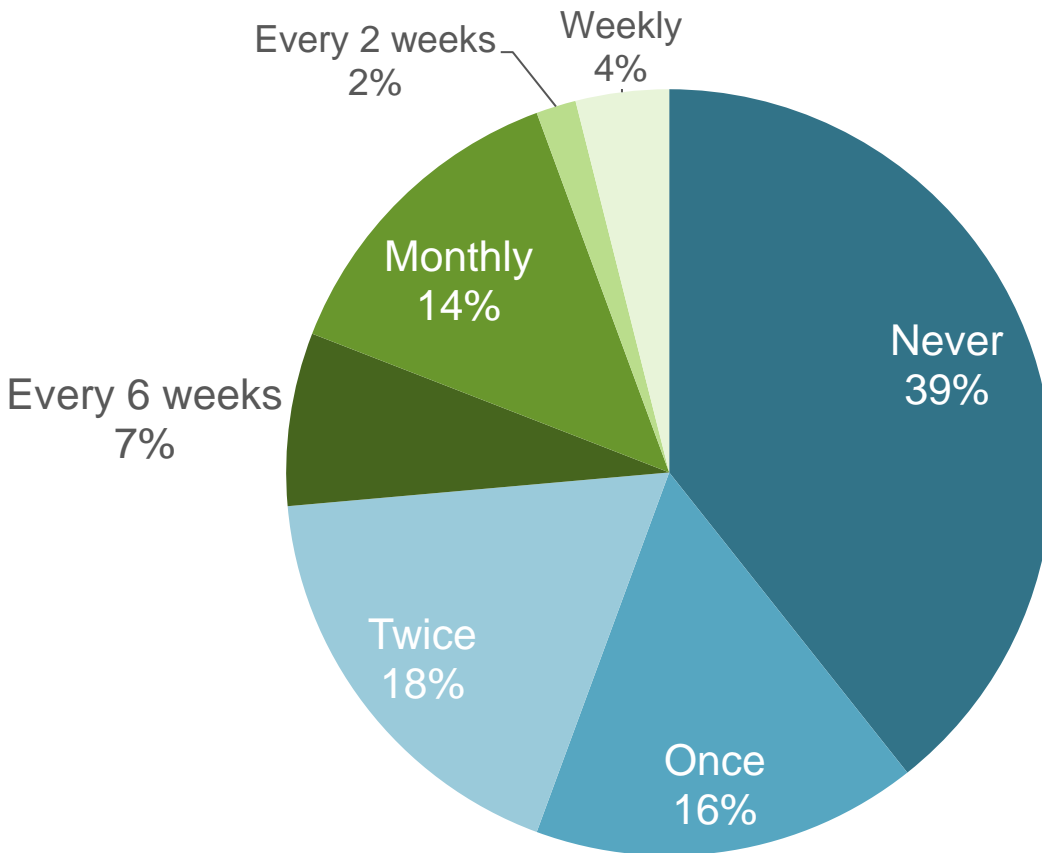
This frequency was...



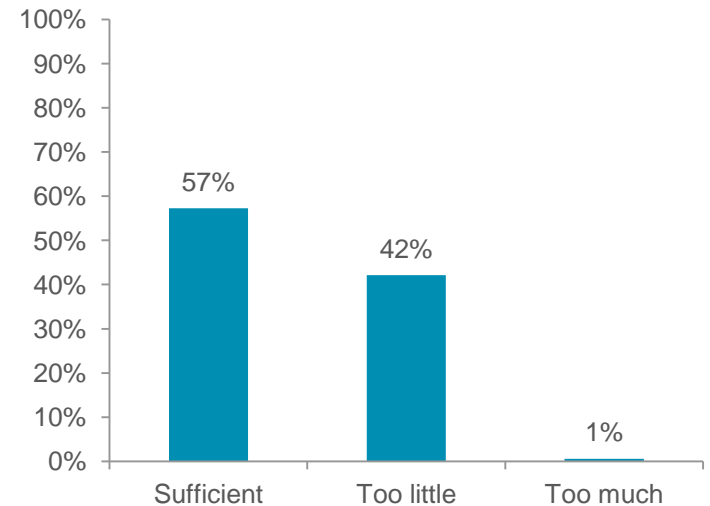
# Meeting Frequency with Principals

## MENTORS IN CHARTER/VIRTUAL SCHOOLS

Typically, how many times have you and your principal set aside time to discuss your work with your Resident Educator(s)?



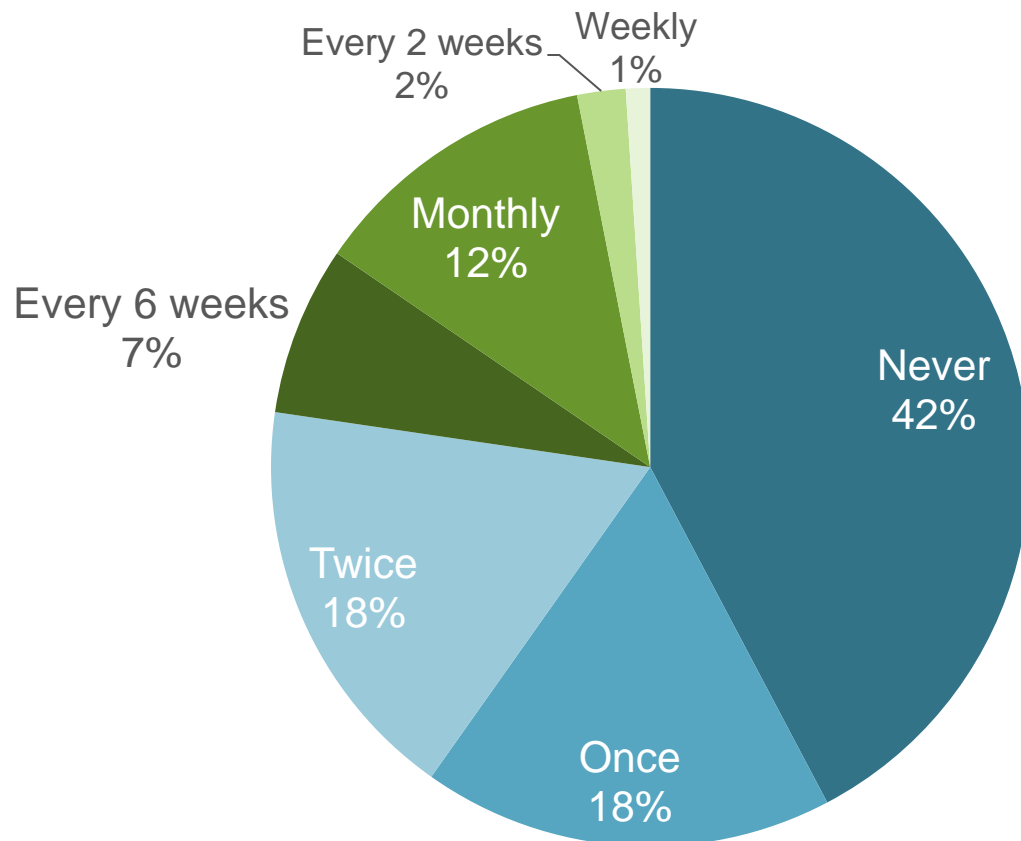
This frequency was...



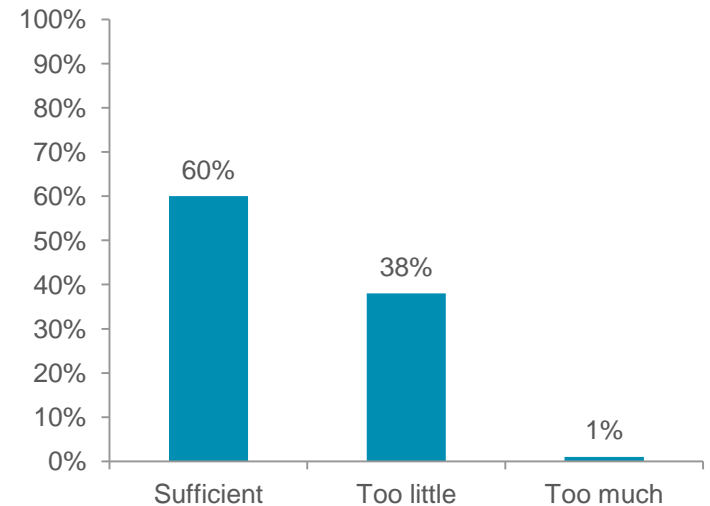
# Meeting Frequency with Principals

## MENTORS IN URBAN SCHOOLS

Typically, how many times have you and your principal set aside time to discuss your work with your Resident Educator(s)?



This frequency was...



## SECTION FIVE

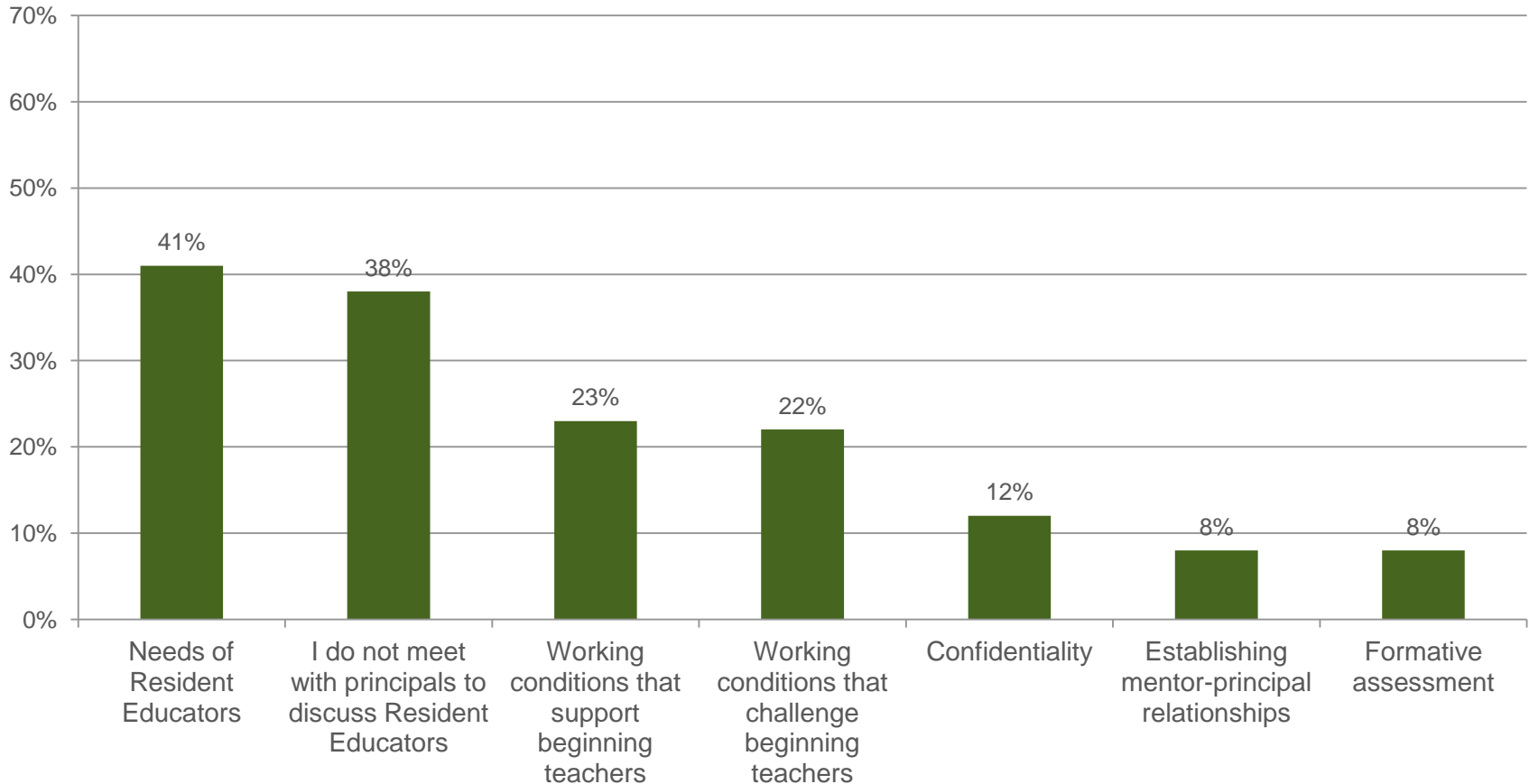
# Mentor & Principal Interaction



# Mentor & Principal Interaction

## MENTORS IN SUBURBAN SCHOOLS

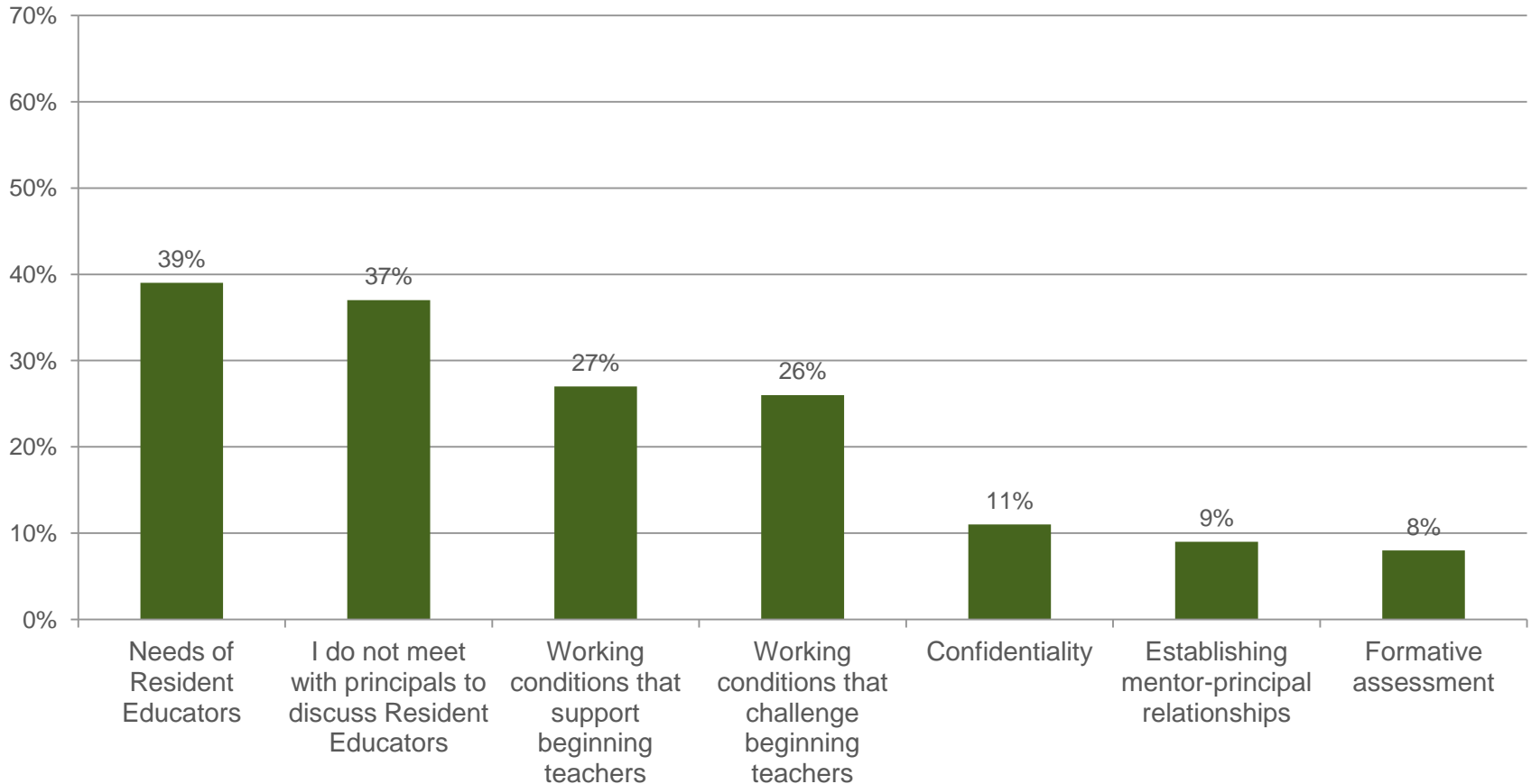
Topics my principal(s) and I discuss include:  
(Mark all that apply)



# Mentor & Principal Interaction

## MENTORS IN RURAL SCHOOLS

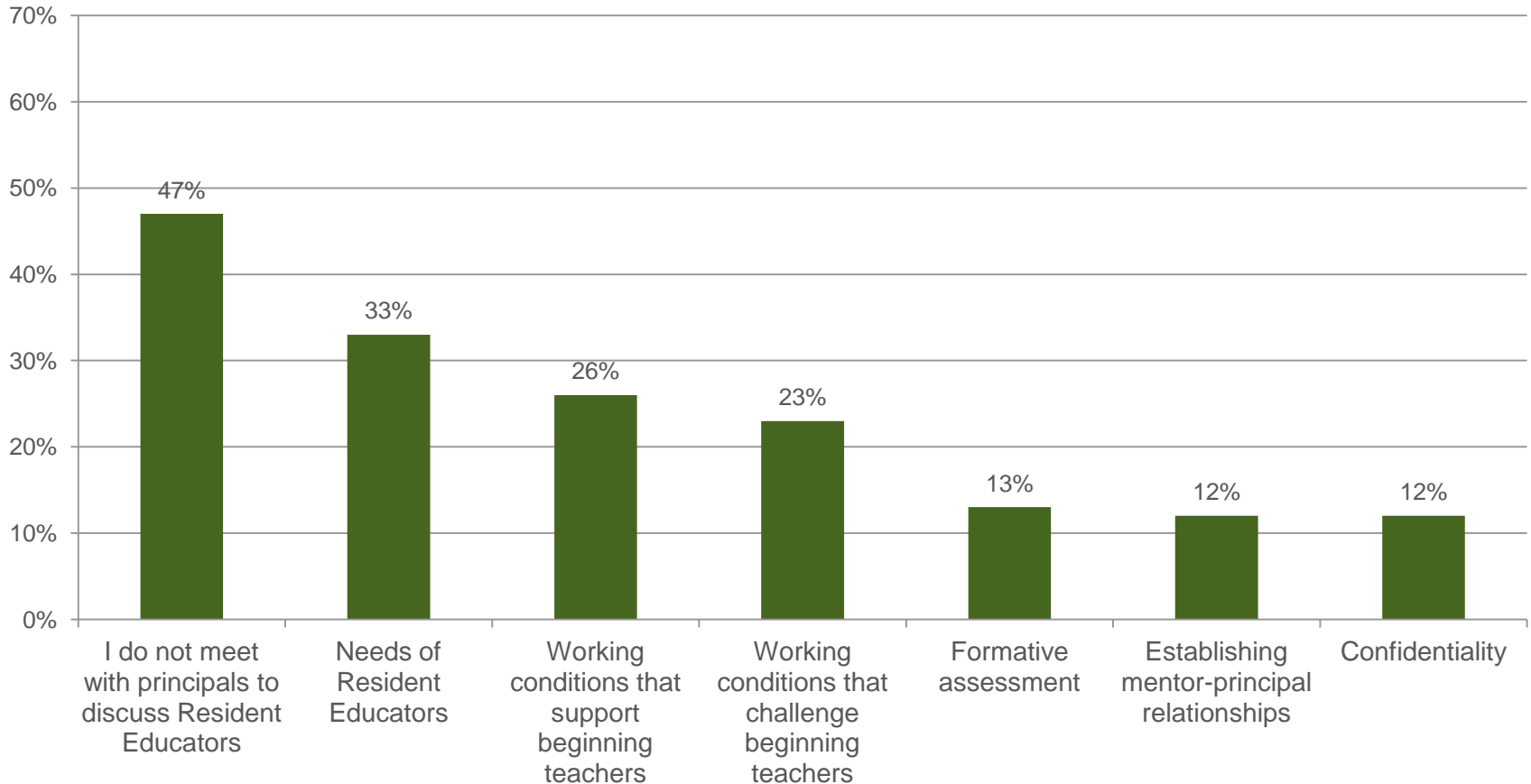
Topics my principal(s) and I discuss include:  
(Mark all that apply)



# Mentor & Principal Interaction

## MENTORS IN CHARTER/VIRTUAL SCHOOLS

Topics my principal(s) and I discuss include:  
(Mark all that apply)



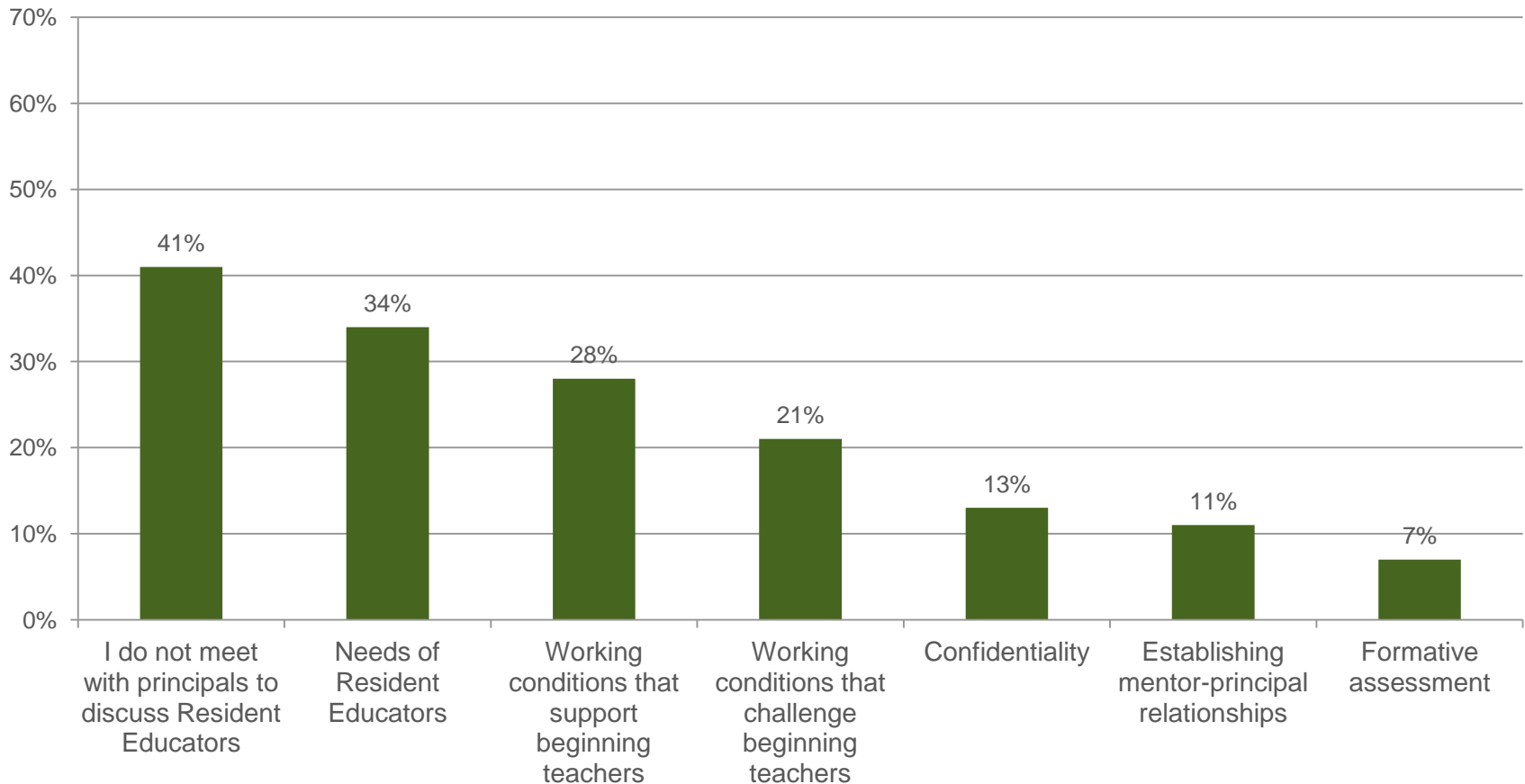
Source: Hermann, A. New Teacher Center Induction Survey, 2012

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# Mentor & Principal Interaction

## MENTORS IN URBAN SCHOOLS

Topics my principal(s) and I discuss include:  
(Mark all that apply)



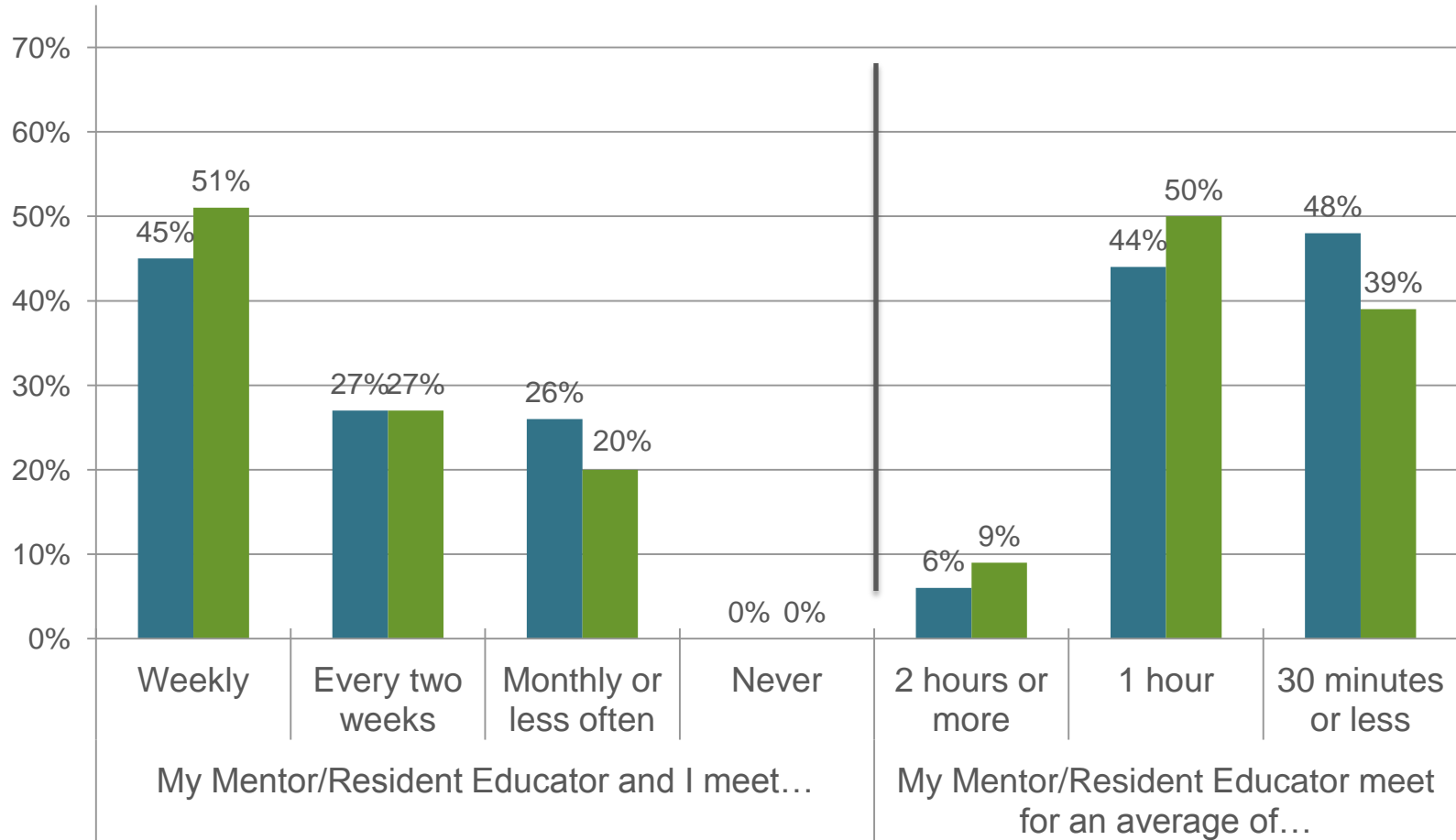
**SECTION SIX**

# Meeting Frequency with Resident Educators

# Meeting Frequency with Resident Educators

RESIDENT EDUCATORS & MENTORS IN ALL TYPOLOGY

■ Resident Educators ■ Mentors



Source: Hermann, A. New Teacher Center Induction Survey, 2012

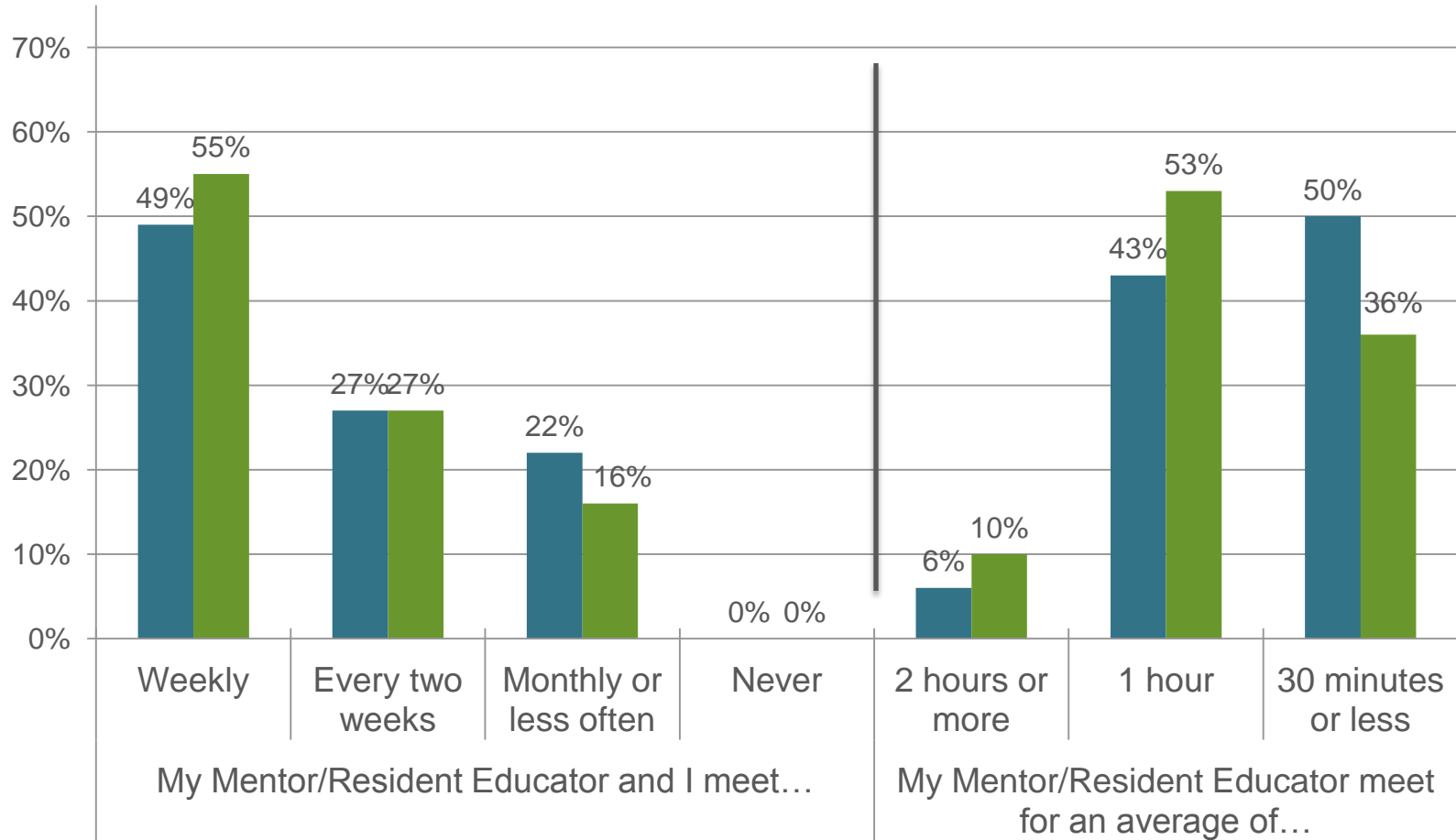
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# Meeting Frequency with Resident Educators

## RESIDENT EDUCATORS & MENTORS IN SUBURBAN SCHOOLS

■ Resident Educators ■ Mentors



Source: Hermann, A. New Teacher Center Induction Survey, 2012

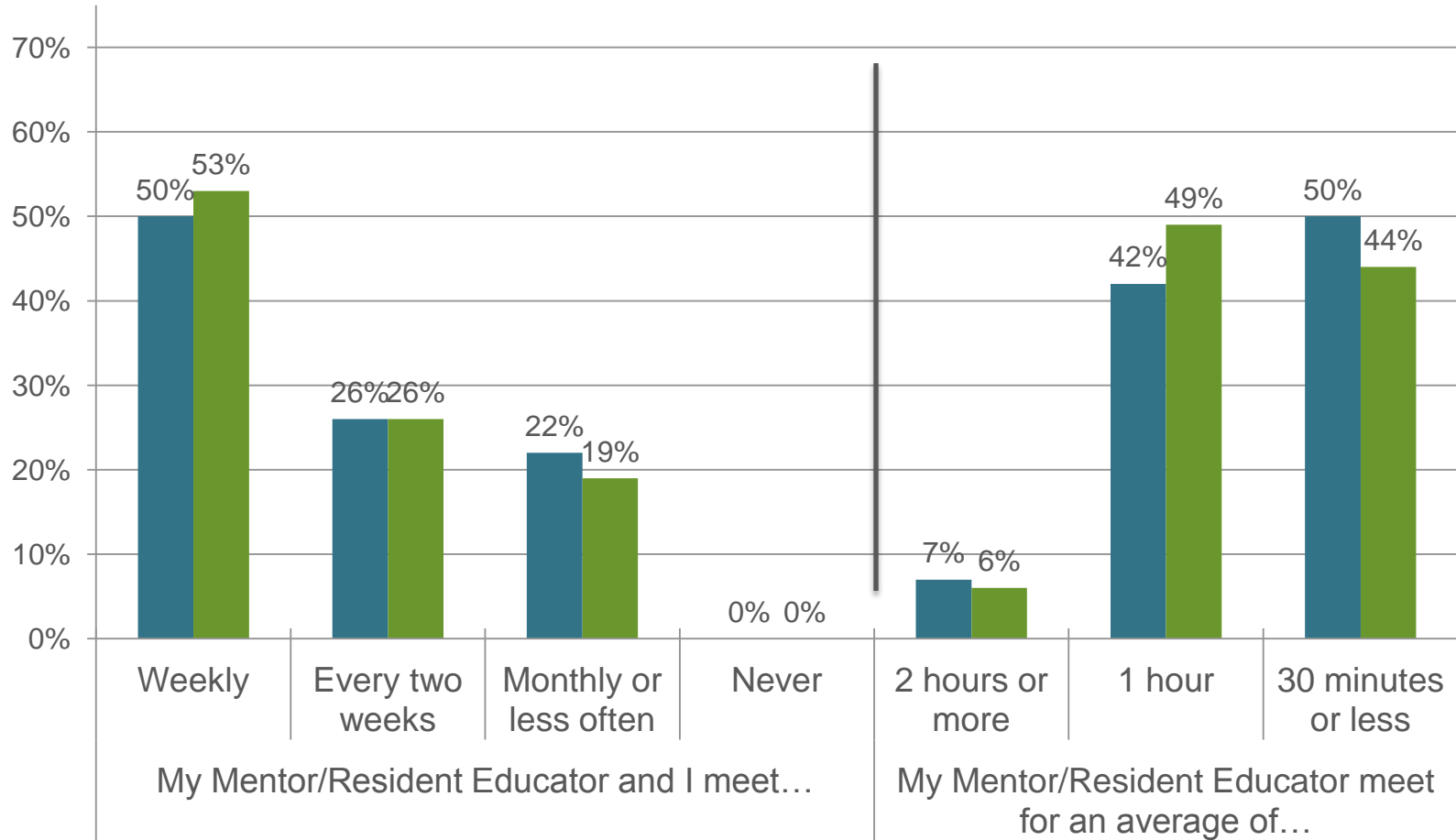
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# Meeting Frequency with Resident Educators

## RESIDENT EDUCATORS & MENTORS IN RURAL SCHOOLS

■ Resident Educators ■ Mentors



Source: Hermann, A. New Teacher Center Induction Survey, 2012

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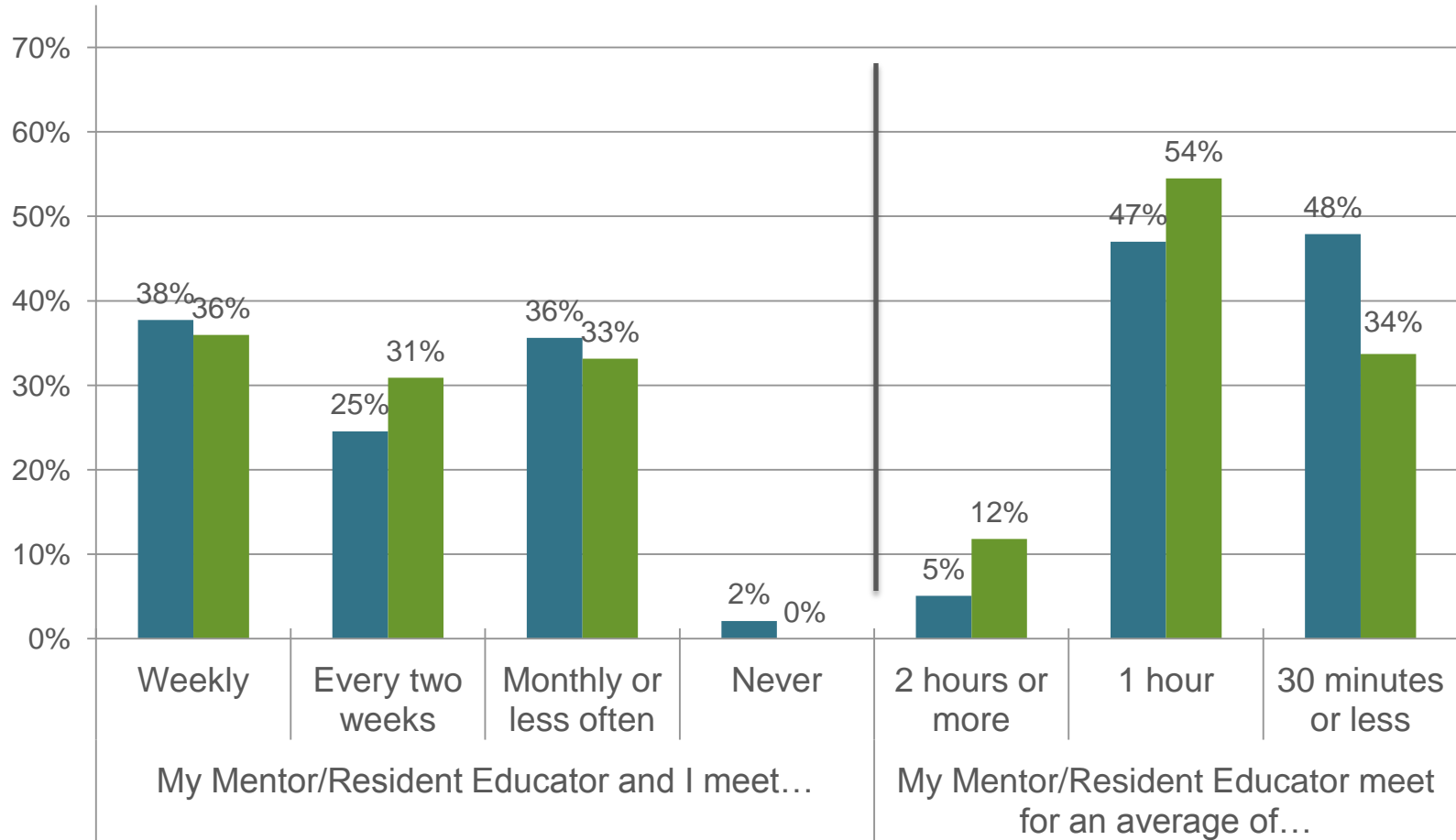




# Meeting Frequency with Resident Educators

## RESIDENT EDUCATORS & MENTORS IN CHARTER/VIRTUAL SCHOOLS

■ Resident Educators ■ Mentors



Source: Hermann, A. New Teacher Center Induction Survey, 2012

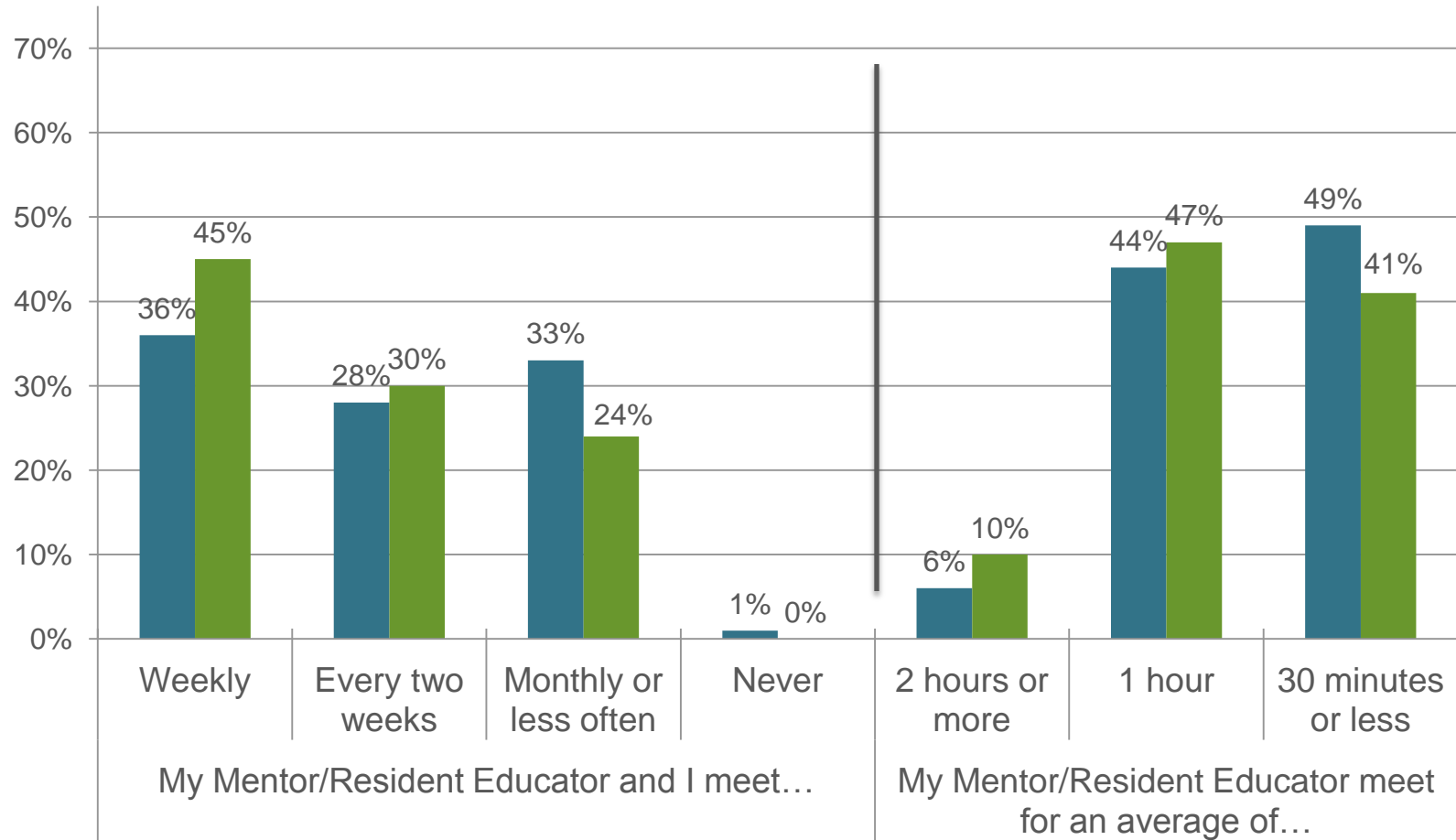
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# Meeting Frequency with Resident Educators

## RESIDENT EDUCATORS & MENTORS IN URBAN SCHOOLS

■ Resident Educators ■ Mentors



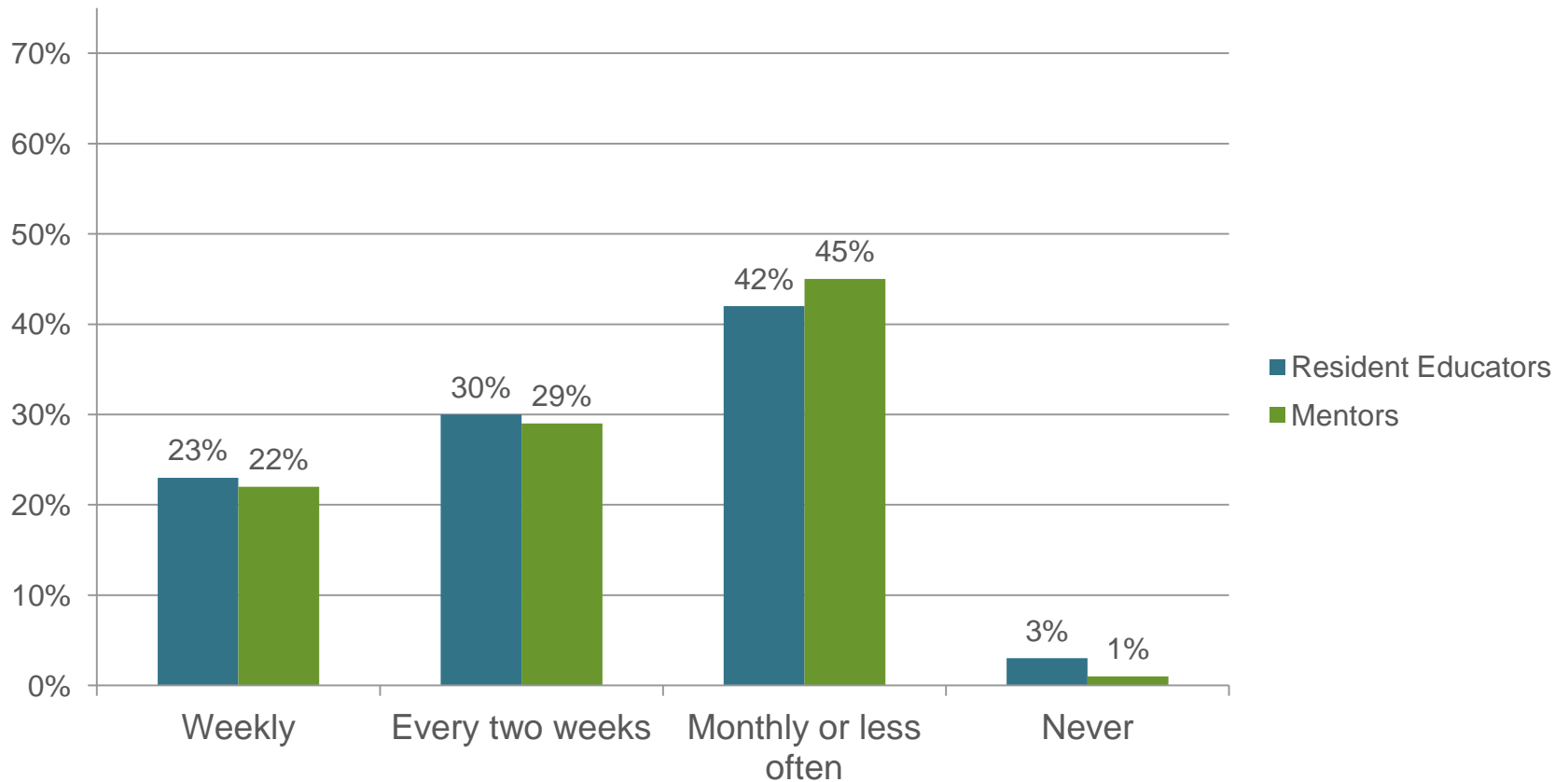
## SECTION SEVEN

# Work Documentation

# Work Documentation

## RESIDENT EDUCATORS & MENTORS IN ALL TYPOLOGY

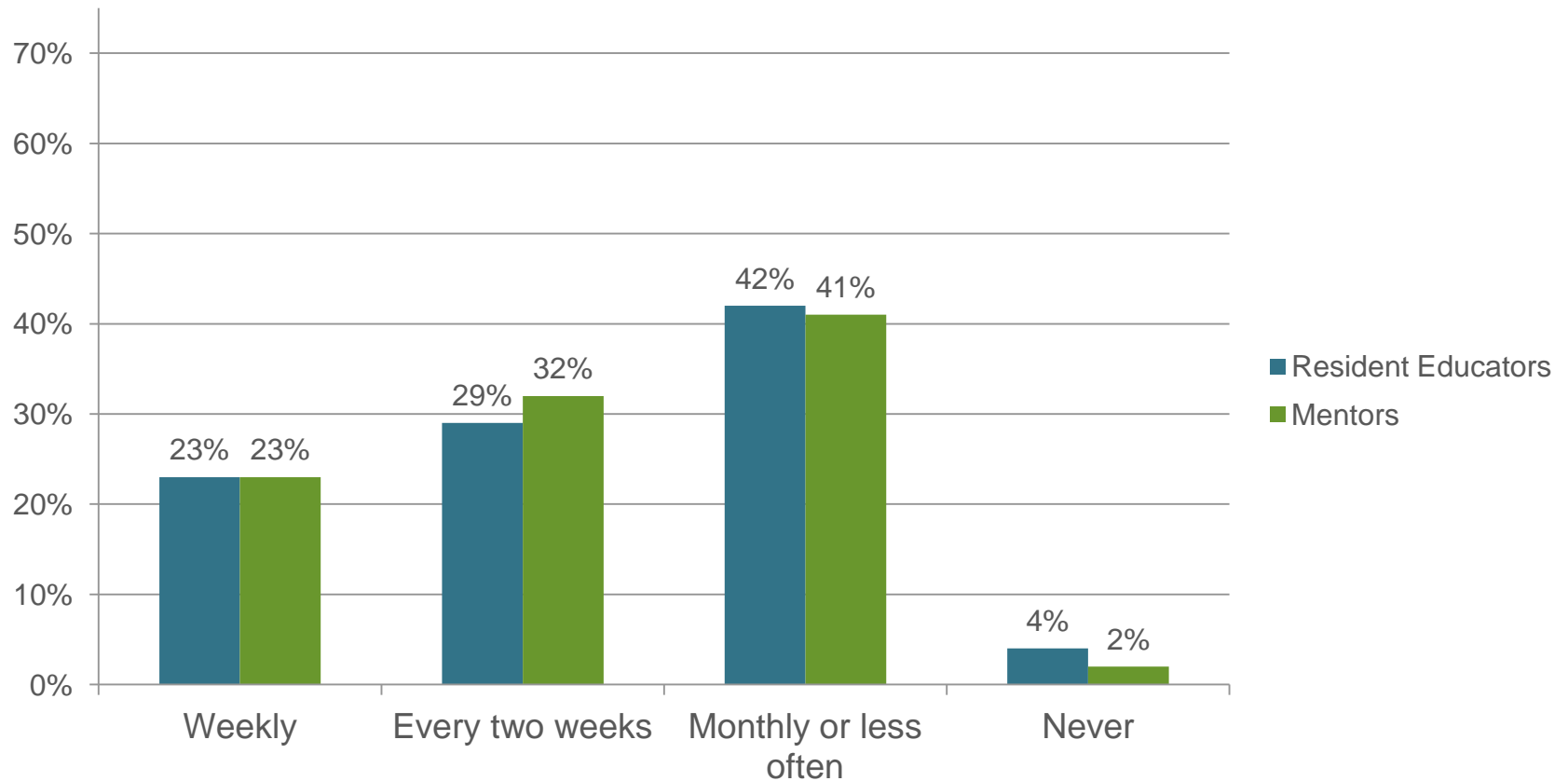
My Mentor/Resident Educator and I document our work  
(e.g. collaborative assessment logs)...



# Work Documentation

## RESIDENT EDUCATORS & MENTORS IN SUBURBAN SCHOOLS

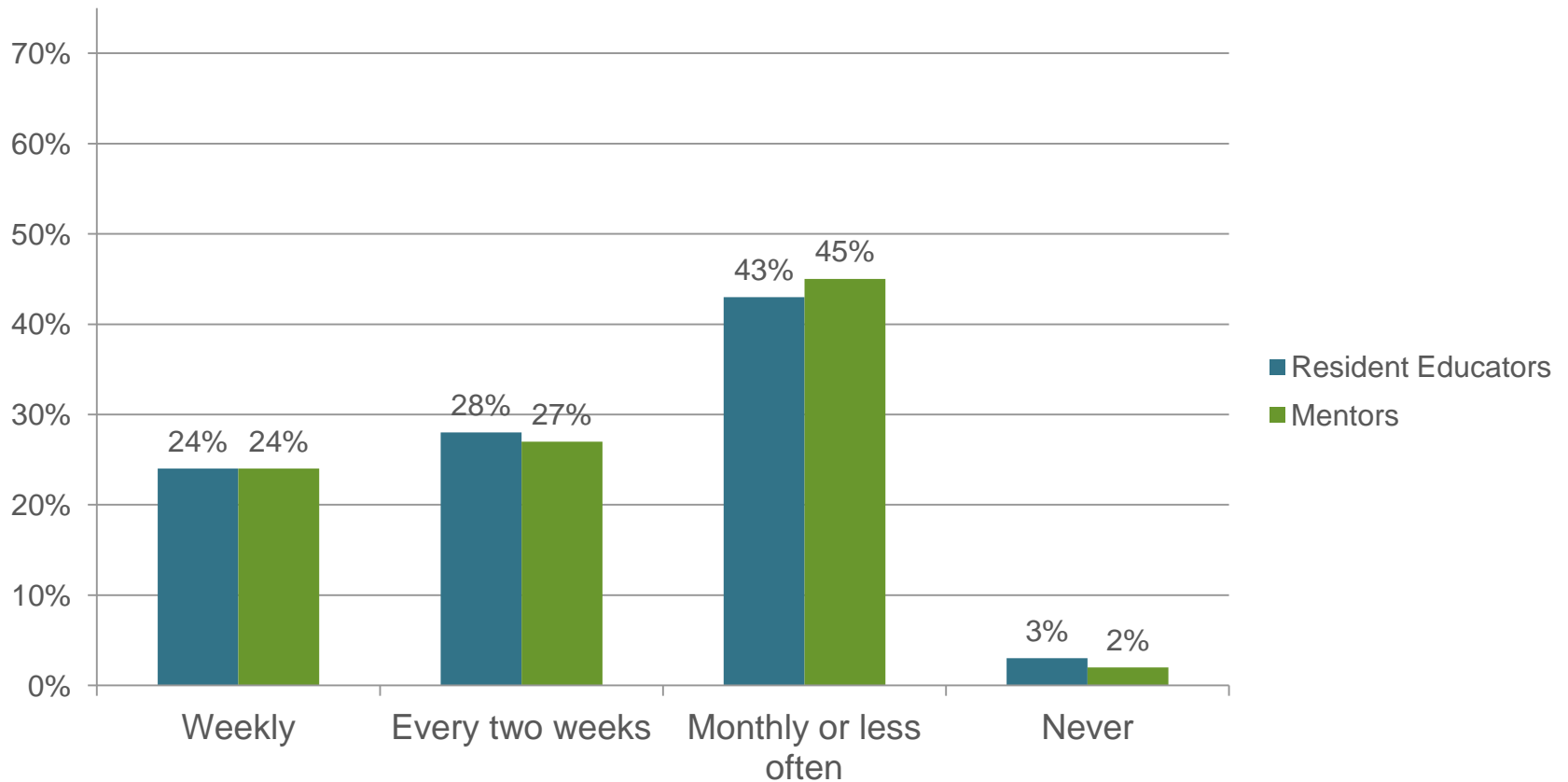
**My Mentor/Resident Educator and I document our work  
(e.g. collaborative assessment logs)...**



# Work Documentation

## RESIDENT EDUCATORS & MENTORS IN RURAL SCHOOLS

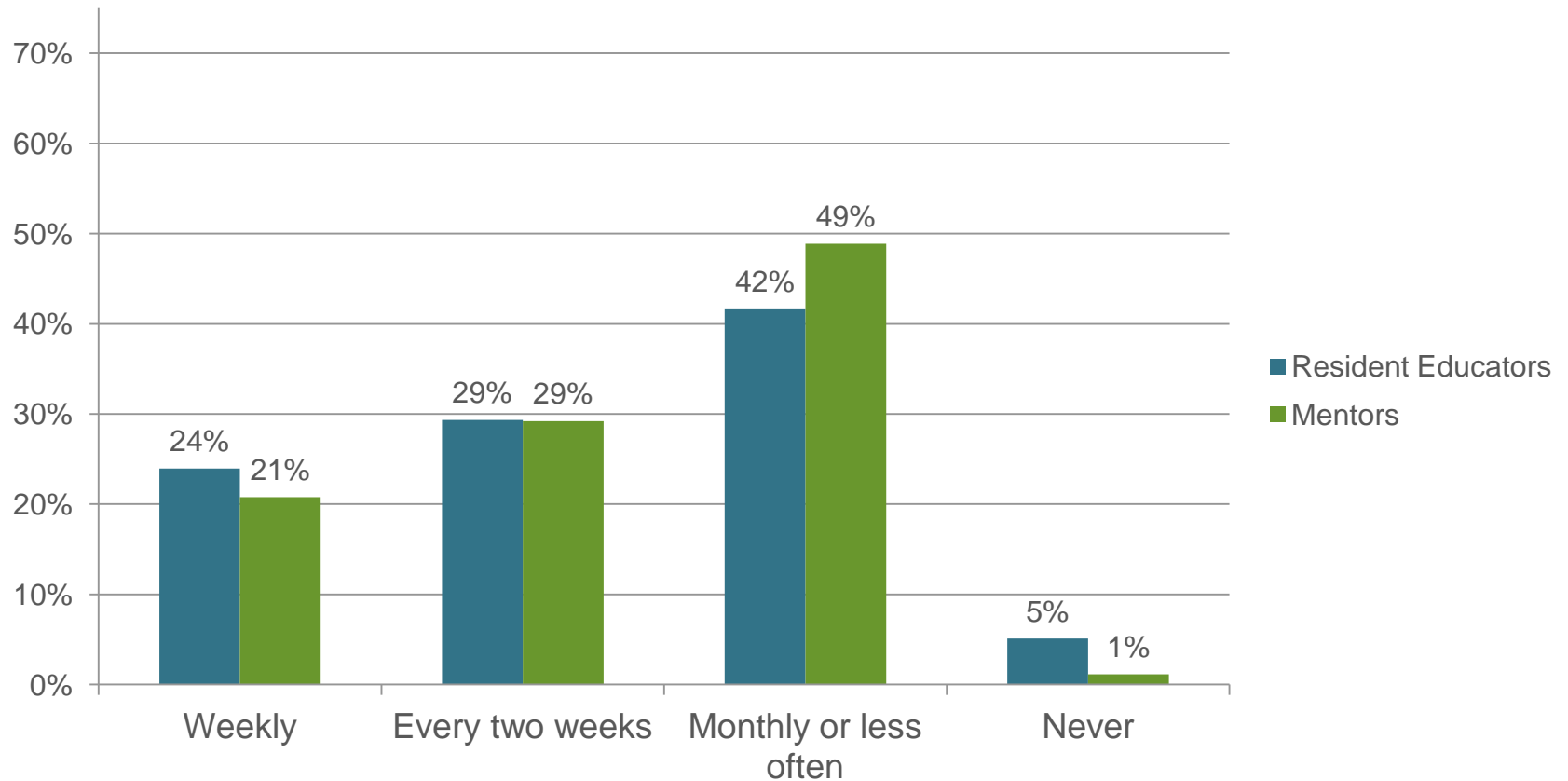
**My Mentor/Resident Educator and I document our work  
(e.g. collaborative assessment logs)...**



# Work Documentation

## RESIDENT EDUCATORS & MENTORS IN CHARTER/VIRTUAL SCHOOLS

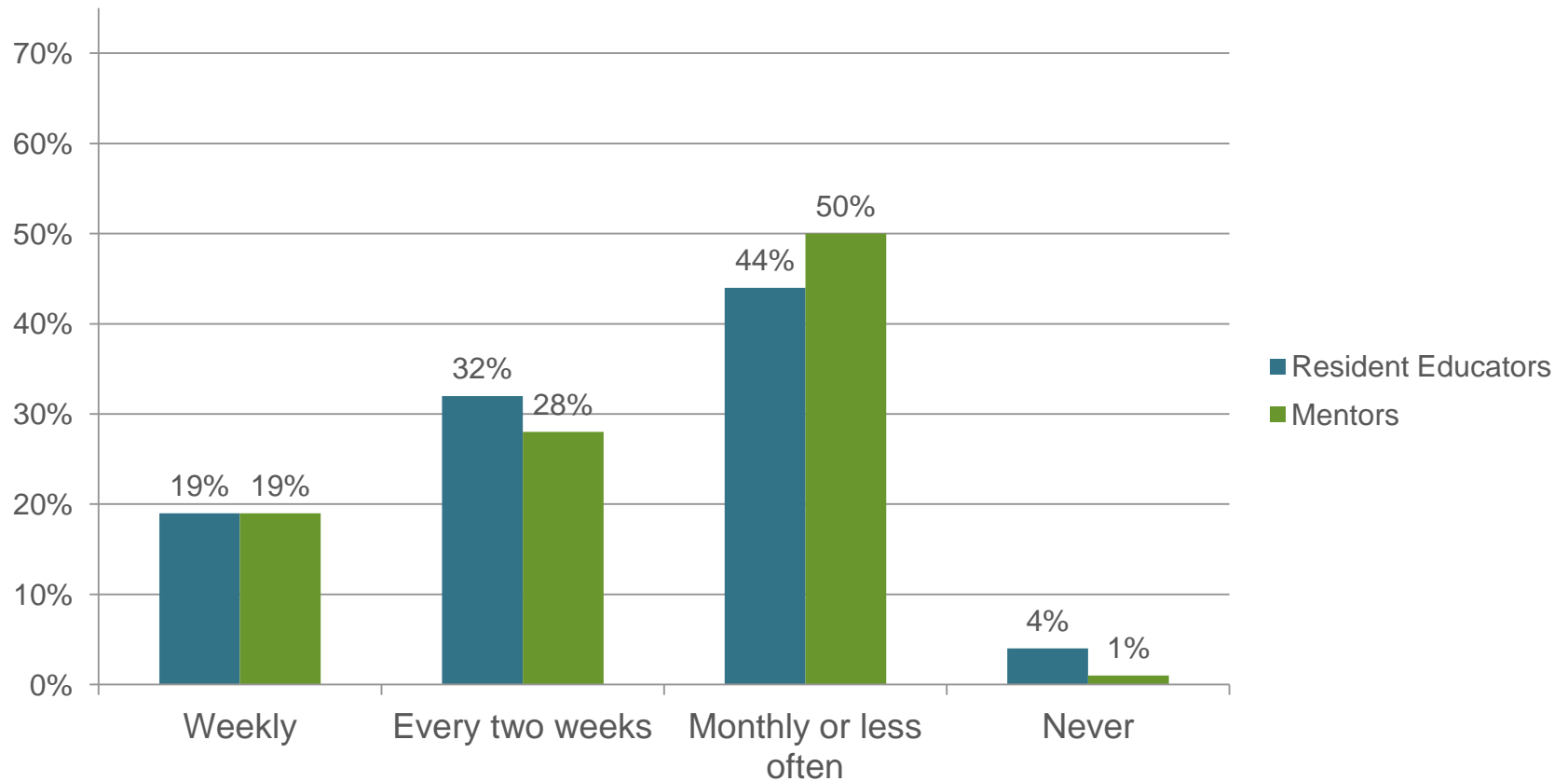
**My Mentor/Resident Educator and I document our work  
(e.g. collaborative assessment logs)...**



# Work Documentation

## RESIDENT EDUCATORS & MENTORS IN URBAN SCHOOLS

**My Mentor/Resident Educator and I document our work  
(e.g. collaborative assessment logs)...**





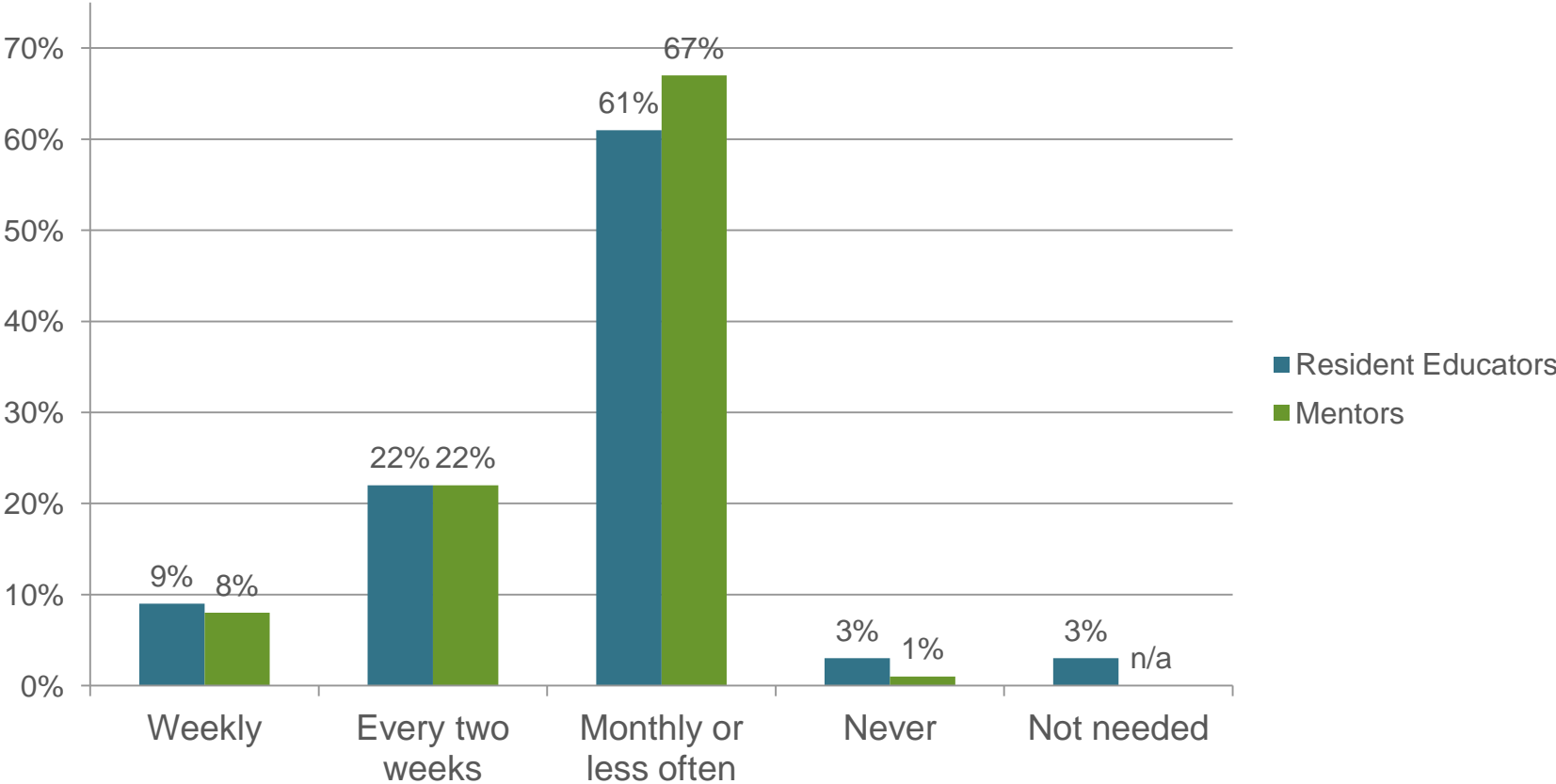
## SECTION EIGHT

# Professional Goals

# Professional Goals

## RESIDENT EDUCATORS & MENTORS IN ALL TYPOLOGY

My Mentor/Resident Educator and I reflect on the yearly professional goals developed together...



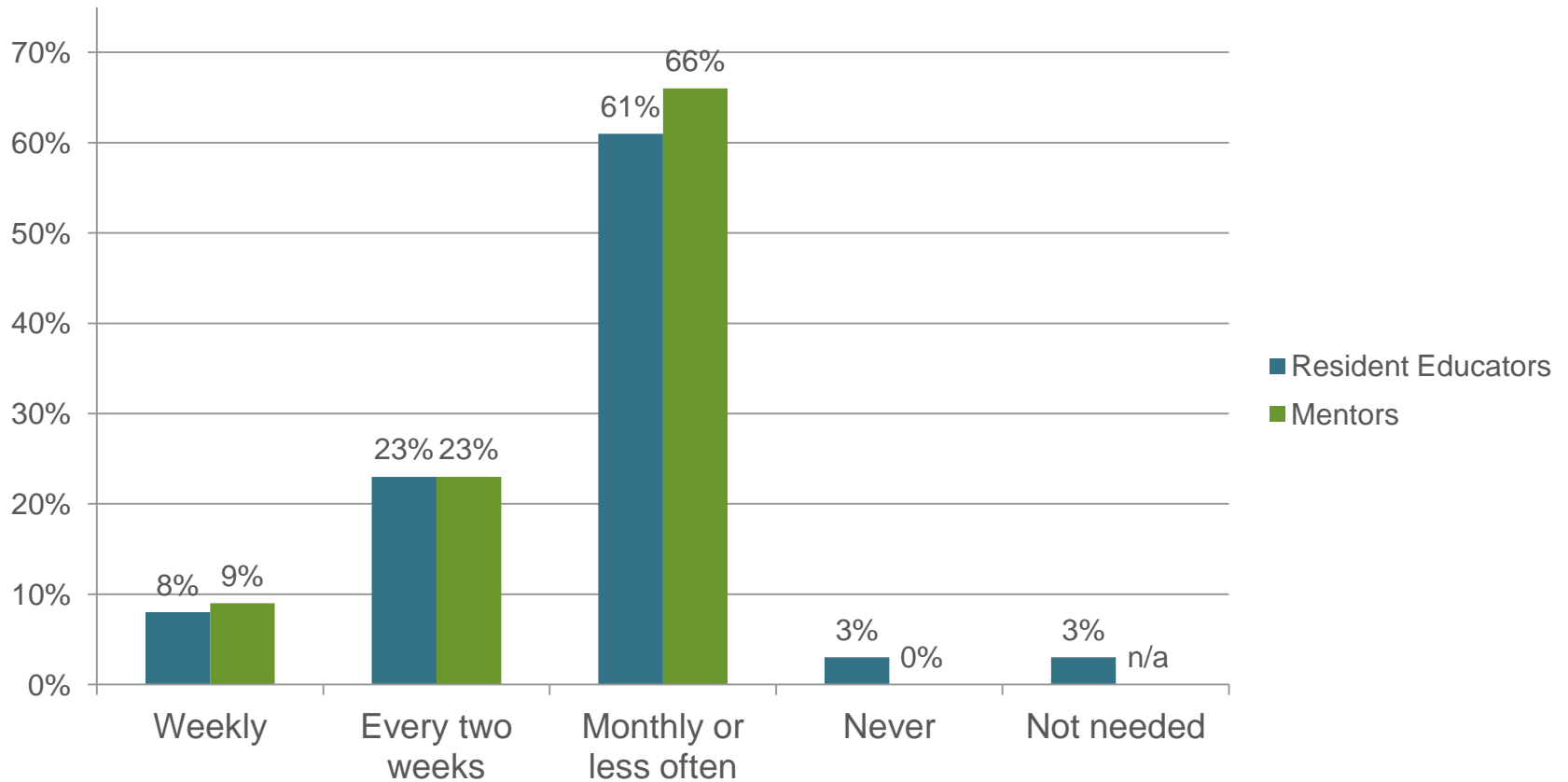
Source: Hermann, A. New Teacher Center Induction Survey, 2012



# Professional Goals

## RESIDENT EDUCATORS & MENTORS IN SUBURBAN SCHOOLS

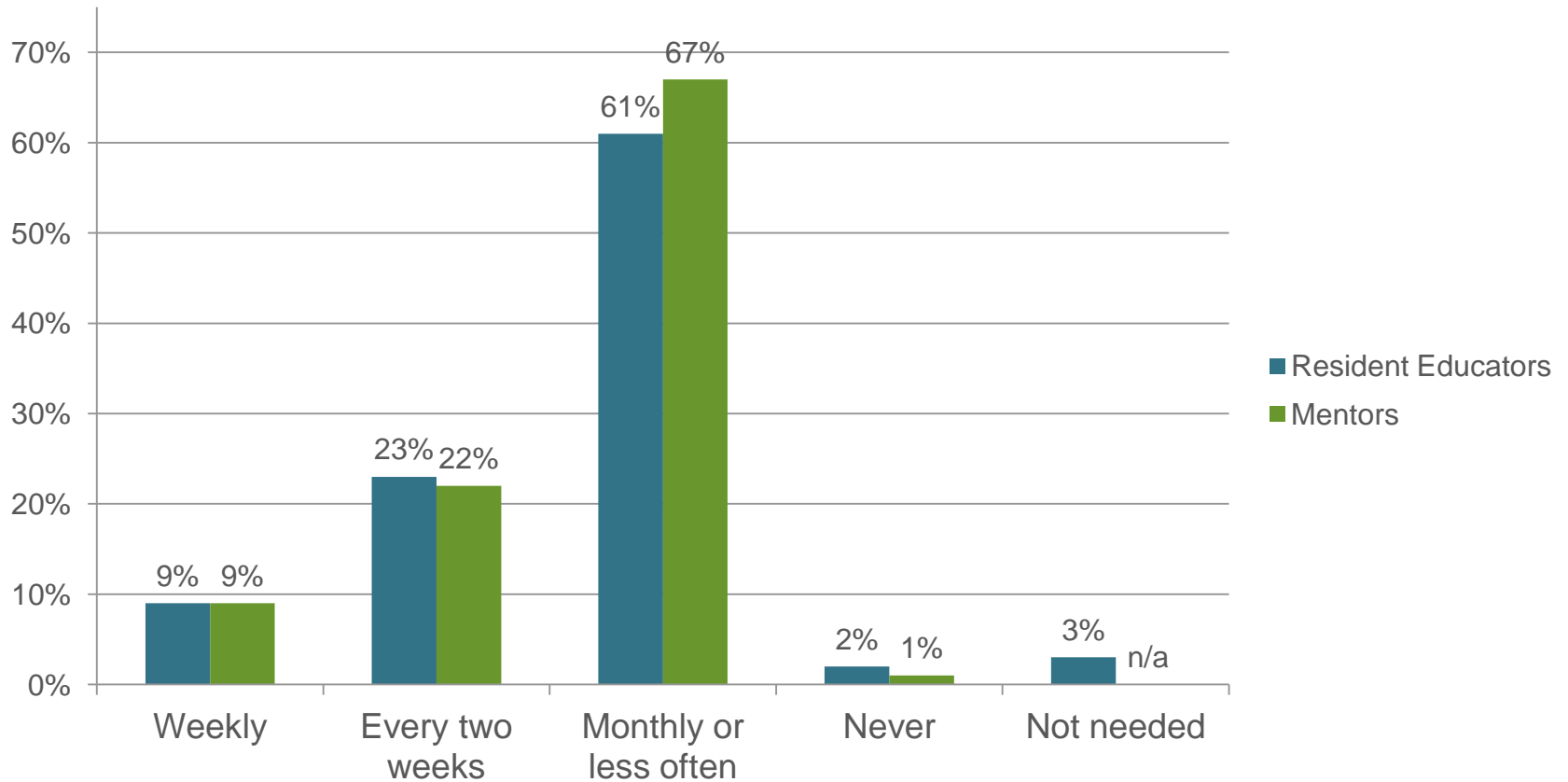
**My Mentor/Resident Educator and I reflect on the yearly professional goals developed together...**



# Professional Goals

## RESIDENT EDUCATORS & MENTORS IN RURAL SCHOOLS

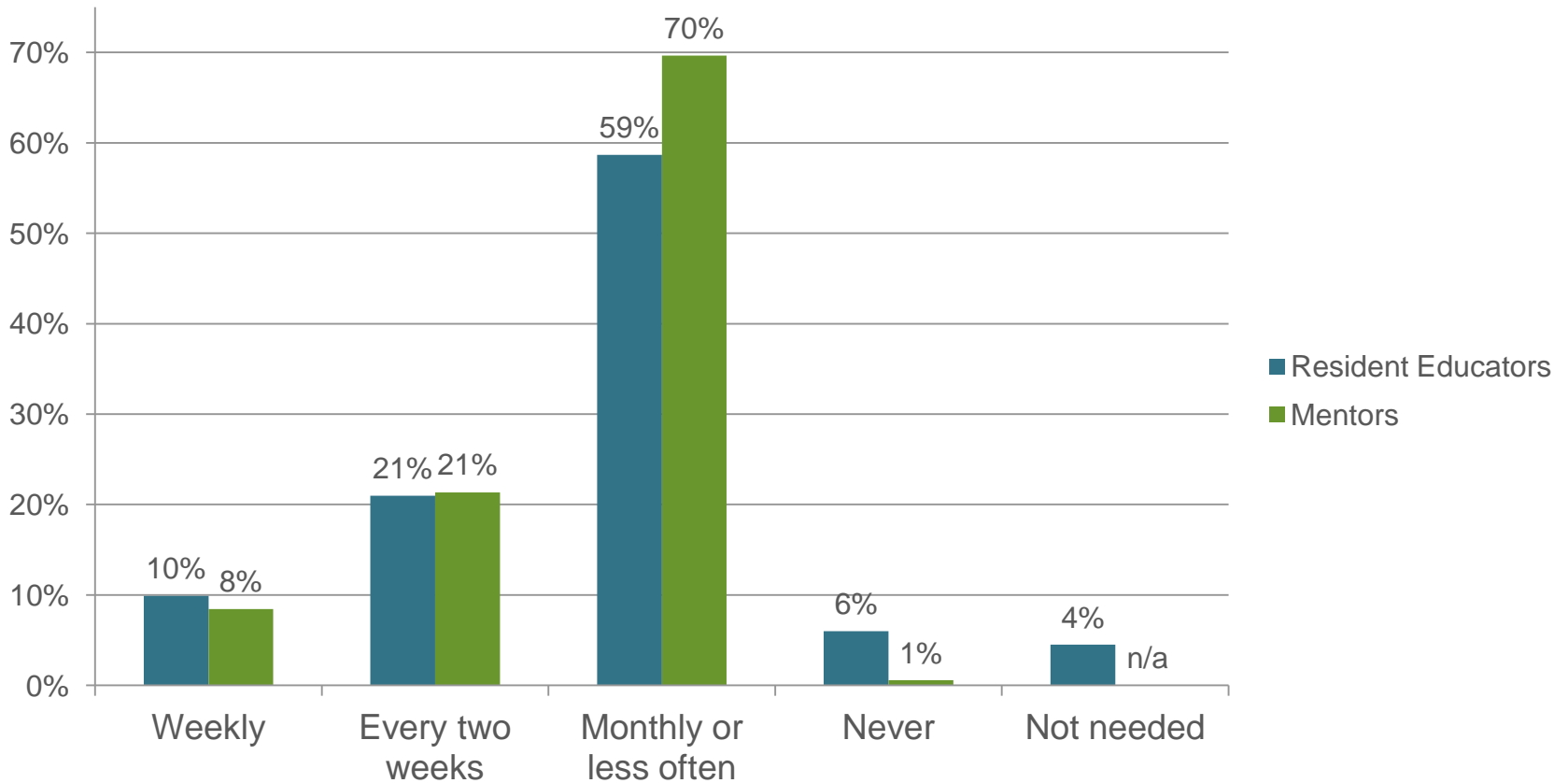
**My Mentor/Resident Educator and I reflect on the yearly professional goals developed together...**



# Professional Goals

## RESIDENT EDUCATORS & MENTORS IN CHARTER/VIRTUAL SCHOOLS

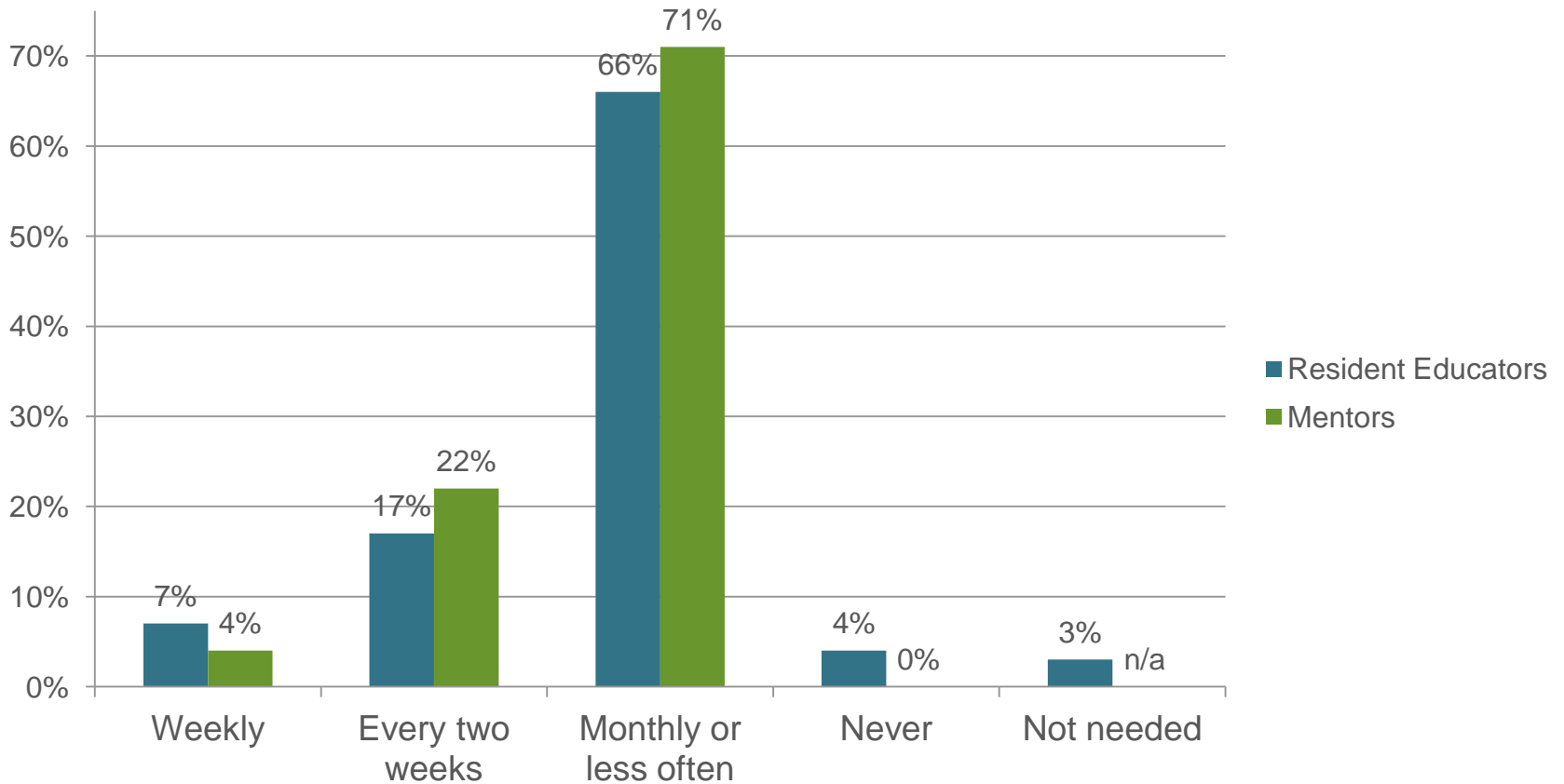
My Mentor/Resident Educator and I reflect on the yearly professional goals developed together...



# Professional Goals

## RESIDENT EDUCATORS & MENTORS IN URBAN SCHOOLS

My Mentor/Resident Educator and I reflect on the yearly professional goals developed together...





# Thank you

For More Information

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