MINUTES OF THE SENATE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Senator Dwayne Umbarger at 1:30 p.m. on January 24, 2001 in Room 123-S of the Capitol.

All members were present except:

Committee staff present: Avis Swartzman, Revisor of Statutes
                             Ben Barrett, Legislative Research Department
                             Carolyn Rampey, Legislative Research Department
                             Judy Steinlicht, Secretary

Conferees appearing before the committee:

Others attending: See Attached List

Chairman Umbarger introduced Martha Gage, Director of Certification in Teacher Education for the Kansas State Department of Education. She is a member of the Mentoring Committee and they have been working on developing a mentoring program following the legislation which was passed last year. The committee now has temporary regulations which have been drawn up and adopted by the state board. The committee developed an implementation handbook with guidelines and strategies that both large and small districts can use. This is a voluntary program, however, they hope that school districts will implement the program and work with their beginning teachers. A list of the members of the Mentoring Committee is attached. (Attachment 1)

Jerrie Brooks, chairperson of the committee, stated the committee first had to come to a consensus on some kind of philosophy behind mentoring. The visual, "New Teacher Induction" (Attachment 2) describes the support they felt was needed in mentoring. The strong consensus of the committee is that new teachers stay in the profession. Mentoring is a key piece to training and retaining teachers, but the teachers also need support professionally and administratively. They used a study, "An Investigation of Support for Beginning Teachers in Kansas" by Dr. Dana S. Selzer, (Attachment 3) to help develop the mentoring program guidelines. All pages of the report are not provided, only the ones pertinent to the study. After a lot of thought and consideration, the committee recommends the standards and criteria in the attached, "Mentoring Program Standards and Criteria" (Attachment 4)

Walter Carter and Dr. Sandra Chapman, Blue Valley School District, talked about the mentoring program which they now have in their district. They have six days of pre-contract work to learn the curriculum and classroom management. Mentors are assigned on site. They have three master teachers that have been released from classroom duties full time. Their sole responsibility is observing the classrooms of beginning teachers. New teachers have said their primary need is for instructional support. They have a partnership with the University of Kansas for the teachers to get their first nine hours of their master's degree.

For the second part of the meeting, Senator Schodorf introduced Colonel Robert Hester, who works for the Wichita Public School System. He has been instrumental in developing the JROTC program in Wichita. The history of this program is described in the attachment, "Wichita JROTC Leadership Corps" (Attachment 5). Four members of the JROTC, John Griner, Chris Dunugan, Matt Wellemeyer and Mike Erwin, talked about their experience with the program. Colonel Hester surprised Senator Jean Schodorf making her an honorary member of JROTC for thanked her for her support of the program.

Senator Jenkins moved to introduce bill 1rs0388, An act making and concerning appropriations for the fiscal year ending June 30, 2002, for the department of education; authorizing certain transfers and imposing certain restrictions and limitations, and directing or authorizing certain receipts and disbursements and acts incidental to the foregoing. The Motion was seconded by Senator Schodorf. Motion passed.

January 25, 2001

Senator Vratil moved to introduce bill 1rs0534, An Act establishing the Kansas council on school district finance and quality performance; imposing duties on the council.   The Motion was seconded by Senator Jenkins. Motion passed.

The meeting was adjourned by Chairman Umbarger. The next meeting is scheduled on January 25, 2001.

SENATE EDUCATION COMMITTEE GUEST LIST
DATE - _____1-24-01_____

NAME	REPRESENTING
~~John G.~~ Wichita	JROTC/Leadership
✓ Griner, John	Heights
Besseh, David	NorthWest High
Stiles, Alicia	North High
Cory Simmons	North High
Sarah Fischer	North High
Adam ~~Butterworth~~	Curtis Middle School
Holly Wood	Jardine Middle School
Matt Wellemeyer	Wilbur middle School
Michael Maddox II	North High
Daniel Boylan	West High
Nathan McComas	Pleasant Valley Middle school
Matt Butterworth	Curtis
Jessie Cook	~~Ltd~~ North High
Carrie Smith	P.V.
Stephani Crusinbery	Pleasant Valley Middle School
Joseph Unruen	Brooks
Jill Bludolie	SouthEast
Tobi Tenbrink	Southeast
Katie Woolf	East High
Atchison, Shaun	Heights High
White, Lori	Northwest HS
Ricker, Evan	Heights HS

SENATE EDUCATION COMMITTEE GUEST LIST
DATE - 1-24-01

NAME	REPRESENTING
Caitlin Hays	Northwest High School
Devin Crump	Curtis Middle School
Marisha Kinkle	Southeast High School
Travin P. Hill	East High School
J.T. Bonner	West High School
Fae Lambdin	West high school
Rwa Beavers	East High School
Alejandro Salazar	PVMS
Tim Montoya	B.M.M.S.
Delfino Quezada	J.C.J.A Edison
Danell Underwood	Jardine-Edison J.A
Jeremy Polley	Wilbur
Eric Mitchell	Jardine Edison J.R.
Tyler Hobbs	Wilbur

Mentoring Committee
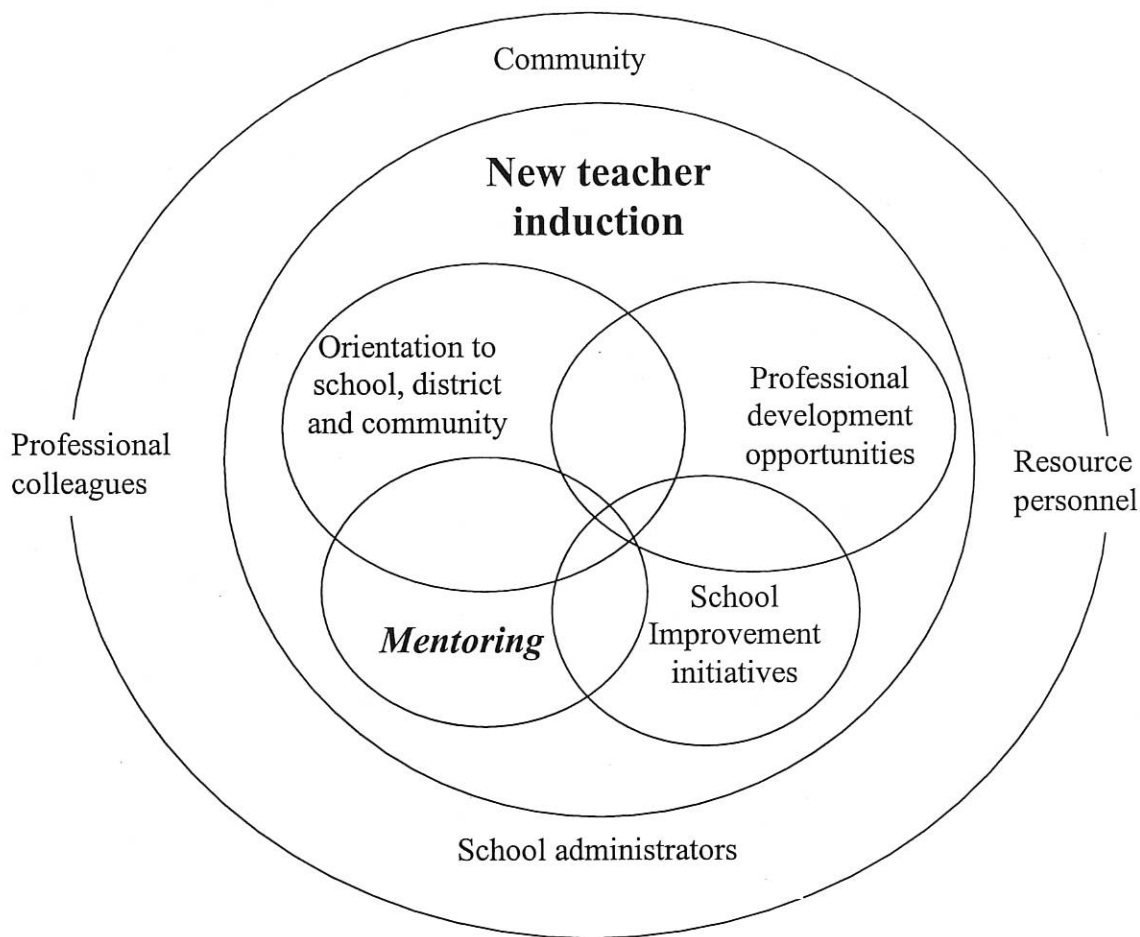
Name	Position	Institution
Jim Armendariz	Teacher	Manhattan USD 383
Tara Azwell	Associate Professor	Emporia State University
Jerrie Brooks	Teacher (PSB Representative)	High Plains Coop, Scott Comm. High
Walter Carter	Teacher	Blue Valley USD 229
Sandy Chapman	Director of Staff Development	Blue Valley USD 229
Joan Friend	Principal	Palco High School, Palco USD
Carolyn Good	Teacher	Frontier Trail Jr High
Janis Grandon	Principal	Cottonwood Elem School, Paola USD
Jan Heinen	Director of Jr High Middle Level Education	Olathe USD 233
Gina Marx	Director of Staff Development	South Central Kansas Education Service Ctr.
Barb Maughmer	Administrator	Manhattan USD 383
Jackie Minor, Chair	Assistant Superintendent	Newton USD 373
Sherry Nelson	Teacher	Lawrence USD 497
Gary Norris	Superintendent	Salina USD 305
Kristi Orcutt	Reading Specialist	ESSDACK
Dayna Richardson	Assistant Superintendent of Instruction	Buhler USD 313
Damon Roberts	Teacher	Turner USD 202
Kent Runyan	Associate Professor	Pittsburg State University
Dana Selzer	Director of Curriculum and Instruction	Hesston USD 460
Amy Shaw	Miss Kansas	Derby Middle School, Derby USD 260
Cindy Walker	Teacher	Wichita USD 259
Victoria White	Chair, Department of Education	Southwestern College
Kay White	Board Member	Shawnee Heights USD 450

Senate Education Committee
1-24-01

Attachment 1

The demands on a beginning teacher are many and evidence in Kansas indicates an attrition rate of up to 30% in the first two years of teaching. Mentoring, while important and beneficial, is not sufficient to build in new teachers the skills needed to be successful in the classroom and the culture of the schools by itself. Success is more likely when the assignment of new teachers considers the teaching context, for example number of classes, extra-curricular responsibilities, and most challenging students. Successful teachers also count on the sustained support of school administrators, professional colleagues, resource personnel, and the community.

The successful transition from novice teacher to skilled practitioner demands a comprehensive program for the induction of new teachers. An effective induction program orients the novice to the school, the district, and community, but goes further to link school improvement with professional development opportunities, and support the teacher in mastering the art of classroom management, instruction, and assessment through mentoring. New teacher mentoring is one of several initiatives embedded in such a program.

Community

New teacher induction

Professional colleagues

Orientation to school, district and community

Professional development opportunities

Resource personnel

Mentoring

School Improvement initiatives

School administrators

AN INVESTIGATION OF SUPPORT FOR

BEGINNING TEACHERS IN KANSAS

Summary Report

Prepared For

Department of Certification and Teacher Education

Kansas State Department of Education

Dr. Dana S. Selzer

October 27, 2000

Senate Education Committee
1-24-01
Attachment 3

ABSTRACT

This study involved 553 beginning teachers in Kansas, or 38% of the beginning teachers who taught during the 1999-2000 school year. The study used a survey instrument, the Beginning Teacher Experience Survey (BTES) that included a demographics section, a support section, a job satisfaction section, and three open response questions to determine the extent to which beginning teachers were being supported during their first year. Descriptive statistics were organized and reported for all data sets around eight support categories: teaching conditions, socialization/school culture, orientation, professional growth, training, sustained organizational support, mentor conditions, and support providers.

Results from descriptive statistical analysis indicated that beginning teachers in the sample were most likely to experience traditional orientation activities. They were not as likely to experience teaching conditions that took into account their unique needs as beginners, nor were they as likely to be involved in activities that supported their professional growth.

On the support portion of the BTES, subjects earned a mean experience score of 71.4 or 45.8% out of 156 possible support points. Results indicated that subjects in general did not experience a high degree of support. On the job satisfaction portion of the BTES, subjects had a mean job satisfaction score of 47.6 or 85% out of 56 possible job satisfaction points. Results indicated that subjects in general had a high degree of job satsifaction.

Subjects reported as most helpful the support of their fellow educators, protection from difficult teaching situations, socialization activities, and staff development. They described as most difficult their teaching conditions, lack of staff development, lack of support and respect of

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administrators and staff, and lack of orientation to the policies and procedures of the district. They indicated they needed more support in the same areas.

Three statistical tests were conducted: (1) ANOVA of experience vs. district size (small, mid-sized, large), (2) ANOVA of experience vs. urban/rural, and (3) correlation between support and job satisfaction. All were found to be significant $(p < .000)$ due to the large sample size, but only the correlation (experience and job satisfaction) was found to be practically significant (r-squared=.25).

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PURPOSE OF THE STUDY

The purpose of this study was to investigate how Kansas school districts are currently supporting their beginning teachers, and how those support systems affect their job satisfaction. While Kansas is currently working to encourage voluntary mentoring projects at the district level, little is known about what kinds of support systems currently exist, and whether or not the ones that do exist are helpful to the beginning teacher. This study seeks to answer the following questions:

1.   What <u>level of support</u> is currently in place in Kansas for beginning teachers?

2.   What <u>types of support</u> systems are currently in place in Kansas for beginning teachers?

3.   What are some of the <u>most helpful</u>, supportive practices identified by beginning teachers during their first year?

4.   What do beginning teachers perceive to be their <u>greatest difficulties</u> and needs for support?

5.   Is there a difference between the <u>level of support</u> given beginning teachers in <u>small vs. mid-sized vs. large districts</u>?

6.   Is there a difference between the <u>level of support</u> given beginning teachers in <u>rural areas vs. urban areas</u>?

7.   Is there a correlation between the <u>level of support</u> given beginning teachers in Kansas and their <u>level of satisfaction</u>?

DESCRIPTION OF THE SAMPLE

On April 5, 2000, 1,450 surveys were mailed to all teachers in Kansas who were identified by the Department of Certification and Teacher Education at the Kansas State Department of Education as first year teachers. A total of 587 surveys (40.5%) were returned. Of those returned, 553 (38%) met the definition of beginning teacher and became the sample for the study. The beginning teacher was defined as any teacher who was in his/her first full year of the teaching profession and placed in a permanent teaching position at the PreK-12 level in a Kansas school district.

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DESCRIPTION OF THE SURVEY INSTRUMENT

Data for the study were collected through the Beginning Teacher Experience Survey (BTES), a tool that was created by the researcher based on best practices for the support and nurture of beginning teachers found in the literature. (See Appendices A and B.) The BTES was made up of the following sections:

- **Demographic section** - designed to provide information about the subjects in the study. It included items related to experience, gender, ethnicity, teaching assignment, age, college of preparation, grade level(s), subject(s) taught, extracurricular activities, and type of structured induction program.

- **Support section** – designed to determine the extent to which beginning teachers had experienced support systems that were drawn from the literature on best practices for the retention and development of beginning teachers. Each item on the 52 item survey was rated on a Likert scale from 4 (absolutely a part of my experience) to 1 (not a part of my experience).

- **Job satisfaction section** - designed to determine how satisfied beginning teachers were at the end of their first year. This section included 14 statements related to job satisfaction which were rated on a Likert scale from 4 (completely accurate) to 1 (not accurate).

- **Most helpful item** – designed to give subjects an opportunity to provide their own response to what had been most helpful to them during their first year on the job. Subjects responded to the the statement, "My district/school has been most helpful to me this year in the following ways."

- **Most difficult item**– designed to give subjects an opportunity to provide their own response to what had been most difficult during their first year on the job. Subjects responded to the the statement, "I have found the following to be the most difficult about being a beginning teacher in my district/school this year."

- **More support item** – designed to give subjects an opportunity to express their desire for more support during their first year on the job. Subjects responded to the statement, "I would have appreciated more support from my district/school this year in the following areas."

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RESULTS OF DATA COLLECTION

Data were collected and reported using both descriptive and inferential statistics. Descriptive statistics were collected and analyzed according to:

1. demographics - based on data from the demographics section of the BTES

2. level of support - based on data from the support section of the BTES

3. kinds of support - based on data from the support, most helpful, most difficult, and more support sections of the BTES

4. job satisfaction - based on data from the job satisfaction section of the BTES

Hypothesis testing was conducted through the following statistical tests:

1. a regression analysis of level of support and job satisfaction

2. Analysis of Variance of level of support on small vs. mid-sized vs. large districts

3. Analysis of Variance of level of support on urban vs. rural districts

Descriptive Statistics

Demographic Data

- 47% of subjects had some past teaching experience (i. e., substitute teaching, volunteering)
- 75% were female; 25% were male
- 94% were Caucasian
- 83% were regular education; 12% special education; 5% were special assignment
- 63% were 25 years old or younger
- 16.5% were prepared out of state
- 60% were K-8; 25% were 9-12; those remaining covered broader range of levels
- 57% had at least one extracurricular assignment
- 65% were part of a structured induction program
- 66% had formal mentors assigned to them

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Level of Support

Beginning teachers in the study averaged 71.4 out of 156 possible support points. In practical terms this indicated that the average beginning teacher received **45.8%** of the maximum support identified in the survey. Those with mentors received **51.3%**; those without mentors received **33.8%**.

Table 1 – Level of Support

Statistics	All (N=553)	Mentor (n=368)	No Mentor (n=185)
Minimum possible	0	0	0
Maximum possible	156	156	156
Minimum actual	11.0	15.0	11.0
Maximum actual	147.0	103.0	147.0
Mean	71.4	80.8	52.7
Standard Deviation	28.96	28.04	20.48
Mean % of total score	45.8%	51.3%	33.8%

The average score for all items on the support section of the Beginning Teacher Experience Survey (BTES) was **2.41** on the following 4-point scale:

4 = <u>absolutely</u> reflects my experience

3 = <u>mostly</u> reflects my experience

2 = <u>somewhat</u> reflects my experience

1 = <u>does not</u> reflect my experience

Kinds of Support

Items from the support section of the BTES were analyzed and disaggregated according to those with mentors and those without. The following table includes a report of items listed from highest to lowest mean score for all respondents.

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Categorical Analysis of Kinds of Support

Items from the BTES were then organized into general categories of kinds of support. The items clustered around eight different categories.

1.	Teaching Conditions. Items included in the teaching conditions category were those which described conditions of the workplace. They included such areas as planning time, class size, student discipline, and isolation from colleagues.

2.	Socialization/School Culture. Items grouped in the socialization/school culture category included those dealing with how beginning teachers are socialized into the school and community. They included such areas as social events, how beginning teachers are included, and how they are introduced to the community culture.

3.	Orientation to the District. Items grouped in the orientation to the district category included items that informed beginning teachers about how the district functioned. It included items such as policies and procedures, being shown around the buildings, and help with paperwork.

4.	Professional Growth. Items grouped under professional growth were those related to the beginning teacher becoming a more reflective and effective professional. It included items such as being observed and given feedback, and being provided opportunity to reflect on observations of other professionals. This category did not include workshops and training.

5.	Staff Development. This category included items that related to the specific training needs of beginning teachers. This category included such items as training on classroom management and discipline, and learning to conference with parents.

6.	Sustained Organizational Support. The sustained organizational support category included those items that described how districts provided sustained support. This category included such items as ongoing communication, induction programs, and support for more than one year.

7.	Mentor Conditions. The mentor conditions category included items that described the conditions of the mentoring program. This category included such items as mentor training and compensation, how mentors were chosen, and common planning time.

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8.   Common Support Providers. The common support provider category included items that mentioned those who typically support the beginning teacher. Some common providers that were included in this category were principals, formal and informal mentors, and other beginning teachers.

The following table identifies which items from the support section of the BTES were assigned to each of the eight categories.

Table 3 – Support Items Assignment by Category

Category	Items Numbers	% of Total Items
Teaching Conditions	2, 3, 4, 10	7.8
Socialization/School Culture	5, 6, 24, 27	7.8
Orientation to District	7, 8, 9	5.9
Professional Growth	11, 12, 13, 18, 19, 20, 21, 22, 31, 32, 33	21.6
Staff Development	14, 15, 16, 17a, 17b, 17c, 17d, 17e, 23, 30	19.6
Ongoing Systems of Support	1, 25, 26, 28, 29	9.8
Mentor Conditions	34a, 34b, 34c, 34d, 34e, 34f	11.8
Common Support Providers	35a, 35b, 35c, 35d, 35e, 35f, 35g, 35h	15.7
	Total	100

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Kinds of Support from All Data Sources

Data from the support section of the BTES and the three open-ended responses were combined and compared to determine the areas of greatest support and need. Results are displayed in the table below. Values in **bold** designate categories that included greater than 10% of the total responses to a given open-ended question. Values that are underlined designate categories that included greater than 35% of the responses to a given open-ended question. Categories in ***bold italics*** designate those that show the greatest strength and/or need across three or more of the questions.

Table 11 – Kinds of Support from All Data Sources

	Support Section	Open-ended Responses						
	Support (N=553)	Most Helpful		Most Difficult		Needed More		Total
	M	f	%	f	%	f	%	
Teaching Conditions	2.0	**147**	15.6	<u>**443**</u>	52.1	**148**	20.6	*738*
Common Support Providers	2.5	<u>**353**</u>	37.5	**93**	10.9	**104**	14.8	*550*
Staff Development	2.4	**122**	12.9	**105**	12.2	**181**	25.6	*408*
Socialization/School Culture	2.7	**169**	18.0	77	9.3	15	2.1	261
Orientation to District	3.4	31	3.3	**87**	10.3	**120**	17.0	238
Ongoing Systems of Support	2.7	79	8.3	35	4.2	44	6.2	158
Professional Growth	2.3	36	3.9	11	1.3	34	4.8	81
Mentor Conditions	2.0	0	0	0	0	18	2.6	18
Not Categorized	0	1	0.1	0	0	44	6.2	45
N=		938		851		708		2497

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RECOMMENDATIONS

1. Because job satisfaction is highly correlated with support, the State of Kansas should mandate comprehensive support systems across the state for all beginning teachers, including providing direction and resources to assist districts to this end.

2. Beginning teachers must be provided comprehensive, ongoing support in all eight support categories throughout their first years of teaching in order to be supported at the maximum level.

3. Schools should adapt the teaching environment for beginning teachers to accommodate for their lack of experience and expertise.

4. School leaders should eliminate policies and practices that place beginning teachers in difficult teaching assignments or that give beginning teachers responsibilities that are equal to or greater than those given to veteran teachers.

5. Building principals should be educated about the unique needs of beginning teachers so they can personally provide needed support and so they can articulate to staff members the critical nature of the first year on the job.

6. Induction programs should be based on the developmental needs of beginning teachers. For most beginners this means a focus on basic classroom skills during the first year and a focus on professional growth during the following years.

7. Beginning teachers initially need training on skills that will help them survive: classroom management and discipline, instructional and curricular planning, working with parents, and meeting the needs of all children. They also need ample time to prepare in order to integrate these skills into the classroom.

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8. When beginning teachers are being oriented to the district, care should be taken to make sure they clearly understand the district's policies, procedures, guidelines and rules.

9. Every effort should be made to ensure that beginning teachers are informed about the school and community culture, and that they are included socially in both school and community activities.

10. Beginning teachers need the support of all people in the organization in order to be successful, with informal mentors, other teachers in the building, administrators, and formal mentors each playing an important role in this support system.

11. As Kansas embarks on a state-supported mentoring program beginning in the 2001-2002 school year, the Beginning Teacher Experience Survey (BTES) should be used as a program evaluation instrument to determine the extent to which mentoring programs enhances the level of support for beginning teachers. Data from this study would serve as a baseline for future comparison.

12. Teachers in their second and third years of teaching should be surveyed using the BTES to assess the extent to which (1) support services are continuing to provide for professional growth and (2) their job satisfaction may be changing over time.

13. The State of Kansas should devise an aggressive recruitment and retention plan for teachers of color and for male teachers, including high-quality induction programs to support and retain them.

14. A further study of mentoring conditions in Kansas should be conducted to determine the extent to which mentoring programs meet standards of quality found in the literature.

3-12

15.   Further data analysis should be conducted to determine the extent to which the combined factors of small district size and rural location affect the support given beginning teachers.

16.   As Kansas implements a performance-based licensing system for teachers and a results-based accreditation system for its teacher preparation programs, state leaders should closely monitor the effects of hiring beginning teachers from outside of Kansas.

17.   In order for other states to have reciprocal certification agreements with Kansas, they should be required to comply with Kansas' standards for teacher preparation.

CONCLUSION

Results from this study indicated that beginning teachers in Kansas during the 1999-2000 school year received less than half of the support that would have been considered optimum based on a review of the literature on best practices. Beginning teachers were most likely to have been oriented to the district and they were least likely to have experienced teaching situations that took into consideration their unique needs as beginners in the profession. They cited as most helpful the support of their fellow educators, protection from difficult teaching situations, socialization activities, and training. They described as most difficult their teaching conditions, lack of training, lack of support and respect from administrators and staff, and lack of orientation to the policies and procedures of the district. They indicated they needing more support in the same areas.

Seventeen recommendations were made based on the results of this study. The State of Kansas was advised to mandate and provide direction and funding for a comprehensive, ongoing system of support for beginning teachers which includes more than just orientation and

3-13

mentoring. Study results also supported the recommendation that beginning teachers be placed in teaching positions in which they are protected from difficult situations and extra responsibilities. It was further recommended that building principals be educated about the varied needs of beginning teachers in order to provide the supports needed, including socialization into the community and school, and providing an environment in which the beginning teacher could be supported professionally by many members of the school community.

The study recommended a developmental approach to supporting the beginning teacher, including training appropriate to their needs during the first year and support focused on professional growth in subsequent years. It also recommended that beginning teachers be thoroughly orientated to the district's policies, procedures, and guidelines.

The BTES survey was recommended for use in the evaluation of the effectiveness of the new state-supported mentoring program since baseline data are now available from this study. A follow-up survey of second and third year teachers was also recommended.

As this study did not produce useable data on the topic of mentoring, a study of mentoring conditions in Kansas was recommended. Further study of the combined factors of small district size and rural location on level of support was also recommended.

It was recommended that state leaders monitor the effects of hiring beginning teachers from outside of Kansas and that an aggressive recruitment and retention plan for minority and male teachers be implemented.

3-14

APPENDIX A

BEGINNING TEACHER EXPERIENCE SURVEY

3-15

Beginning Teacher Experience Survey   Survey No. _____

Is this your <u>first full year</u> in a <u>permanent teaching</u> position at the PreK-12 level in a Kansas public school district?   ____ Yes   ____ No

Please note any past <u>paid</u> <u>teaching</u> experience you have had:

Experience   How long?

_____

Gender: _____ male   Ethnicity:
         _____ female   (Mark all that apply.)
                                           _____ American Indian/Alaska Native
Assignment: _____ Asian
         _____regular education teacher   _____ Black/African American
         _____ special education teacher   _____ Hispanic/Latino
         _____ special assignment teacher _____ Native Hawaiian/Other Pacific Islander
               (e.g., Title 1, at-risk)   _____ White

Age: _____   College or university that provided your teacher preparation training _____

Classification size of your district: 1A   2A   3A   4A   5A   6A

Grade level(s) you taught this year: (Circle all that apply.)
     PreK   K   1   2   3   4   5   6   7   8   9   10   11   12

Subject area(s) you taught this year:

_____
           (List each subject separately.)

Extracurricular assignment(s) you held this year:

_____
           (List each assignment separately.)

For purposes of this study, <u>a structured induction program</u> is defined as a structured support system designed by a school, a district, or a consortium to provide planned and organized training and assistance to the beginning teacher for a period of at least one full school year.

Using the definition above, check the response that best describes your situation this year.

_____   I have <u>not</u> been part of a structured induction program.
_____   I have been part of a structured induction program for beginning teachers in my building.
_____   I have been part of a structured induction program for beginning teachers in my district.
_____   I have been part of a structured induction program that is a collaborative effort involving my
         district and   _____ another district(s).
         (Check all that apply.)   _____ service center (please name) _____
                                   _____ university (please name) _____
                                   _____ other (please specify)_____

The researcher may use the information provided in the following survey to compile and analyze group data only. I understand that individual data about me will not be reported. _____
                                                                        Please initial.

I would like to receive results from the study.   _____ Yes   _____ No

_____

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Read each statement carefully and mark the response that most accurately reflects **your experience this year.** 4 = The statement <u>absolutely</u> reflects my experience this year. 3 = The statement <u>mostly</u> reflects my experience this year. 2 = The statement <u>somewhat</u> reflects my experience this year. 1 = The statement <u>does not</u> reflect my experience this year. D = I do not have the information needed to respond to the statement.	Absolutely	Mostly	Somewhat	Does Not	Don't know
1. This year I have been part of an induction program that has well defined goals, and I am clear about what it is intended to accomplish.	4	3	2	1	D
2. This year I have had fewer professional responsibilities than experienced teachers in my building or district. For example, I have not been expected to serve on committees to the same extent as have experienced teachers.	4	3	2	1	D
3. This year my teaching load has been reduced compared to the teaching load of experienced teachers in my building or district.	4	3	2	1	D
4. This year the most challenging teaching assignments in my building have been given to the experienced teacher.	4	3	2	1	D
5. This year my building and/or district has held social functions to help me build relationships with colleagues.	4	3	2	1	D
6. This year my district/building has helped me gain an understanding of the community and its culture.	4	3	2	1	D
7. I was shown around my building before the beginning of the this school year.	4	3	2	1	D
8. This year orientation information was provided to help me know how to function in the system, including procedures for doing particular tasks, guidelines, policies, and expectations of the school district.	4	3	2	1	D
9. This year I was provided printed materials about employment and school regulations.	4	3	2	1	D
10. This year I received important materials and resources that I needed to successfully begin my teaching experience.	4	3	2	1	D
11. I have been given the opportunity this year to observe the practices of highly effective experienced teachers so I could learn from them.	4	3	2	1	D
12. I have been given the opportunity this year to collaboratively analyze what I have observed in the classroom(s) of experienced teachers.	4	3	2	1	D
13. An experienced teacher or administrator has observed my teaching this year and coached me so I might improve my teaching.	4	3	2	1	D
14. Workshops and activities I experienced this year have been part of my individual development plan (IDP).	4	3	2	1	D
15. I have been involved in a variety of staff development activities this year that have been designed to meet my needs as a beginning teacher.	4	3	2	1	D
16. I have been given release time from my students this year to take part in staff development activities.	4	3	2	1	D
17. This school year I have received staff development on the following topics:					
a. classroom management strategies.	4	3	2	1	D
b. specific teaching strategies or the instructional process.	4	3	2	1	D
c. scheduling, planning, and organizing the school day.	4	3	2	1	D
d. arranging, organizing, or analyzing the physical setting of the classroom	4	3	2	1	D
e. how to work with or conference with parents.	4	3	2	1	D
18. Early in the year someone helped me identify my individual strengths/needs as a teacher.	4	3	2	1	D
19. Early in the year someone helped me develop strategies to meet my individual needs (i.e. staff development, coaching, reading materials).	4	3	2	1	D
20. At various times throughout this year I have been helped to reevaluate my changing strengths/needs.	4	3	2	1	D
21. Throughout the year someone has helped me adapt strategies to address my changing needs (e.g., staff development, coaching, reading materials).	4	3	2	1	D

3-17

Reflects my experience this year:	Absolutely	Mostly	Somewhat	Does Not	Don't know
22. This year I have had assistance creating a professional portfolio that demonstrates my professional growth as a teacher.	4	3	2	1	D
23. I have been part of staff development activities this year that were designed to "catch me up" with my building's school improvement strategies.	4	3	2	1	D
24. I feel I have had ample emotional support this year.	4	3	2	1	D
25. As a beginning teacher, I have had year-round support that started before the school year began.	4	3	2	1	D
26. My support system will continue after this year.	4	3	2	1	D
27. This year my colleagues have created a climate that encourages me to seek assistance when I need it.	4	3	2	1	D
28. This year I have been part of a support group made up of other beginning teachers with whom I can express my joys and frustrations.	4	3	2	1	D
29. This year I have received regular communication about the district and/or building through such vehicles as newsletters, memos, or e-mail.	4	3	2	1	D
30. This year I have been provided professional materials such as articles and newsletters to help me grow professionally.	4	3	2	1	D
"Professional teaching standards" refer to a set of standards that clearly describe the skills and behaviors that are exhibited by effective teachers. Complete items 31-33 using this definition of "professional teaching standards".					
31. This year I have assessed my own skills using professional teaching standards as a guide.	4	3	2	1	D
32. This year I have had assistance developing my professional development goals based on professional teaching standards.	4	3	2	1	D
33. This year I have had assistance planning and participating in activities designed to help me meet professional teaching standards.	4	3	2	1	D
For purposes of this study, a "mentor" is defined as an experienced educator who has been assigned by a school or district to provide support, modeling, and conferencing services to the beginning teacher. Please complete the items associated with item 32 using this definition of "mentor".					
34. This year an experienced educator was assigned to me as a mentor by my school or district to provide support, modeling, and conferencing services. **If answer is "1" or "D", skip items 32a through 32f.**	4	3	2	1	D
a. My mentor has had training on how to be an effective mentor.	4	3	2	1	D
b. The roles and responsibilities of my mentor have been clear to me.	4	3	2	1	D
c. My mentor was carefully selected and matched to my grade level, my subject area and/or my specific needs.	4	3	2	1	D
d. My mentor has received compensation in the form of financial support or professional development points.	4	3	2	1	D
e. My mentor has been part of a peer support group for mentors.	4	3	2	1	D
f. My mentor and I have had coordinated schedules so we can meet regularly.	4	3	2	1	D
35. I have received very helpful support this year from:					
a. My building administrator(s)	4	3	2	1	D
b. My assigned mentor (see definition above)	4	3	2	1	D
c. Another teacher who has been an informal mentor to me	4	3	2	1	D
d. Other teachers in my building	4	3	2	1	D
e. Other beginning teachers in the system	4	3	2	1	D
f. College/university professors or outside consultants	4	3	2	1	D
g. Central office administrators	4	3	2	1	D
h. Local or state teacher organizations	4	3	2	1	D

3-18

Overall, <u>how accurate</u> is each of the following statements?

	Completely Accurate			Not Accurate
1. My college preparation/coursework prepared me well for teaching.	4	3	2	1
2. The people important to me value what I do.	4	3	2	1
3. I know I made the right decision to become a teacher.	4	3	2	1
4. I believe my teaching enhances student learning.	4	3	2	1
5. I am capable of adapting curricula to meet my students' needs.	4	3	2	1
6. I really like teaching at my current school.	4	3	2	1
7. Even if I could earn as much money in another profession, I would not stop teaching.	4	3	2	1
8. There are opportunities for professional growth in my position.	4	3	2	1
9. I like my current teaching assignment.	4	3	2	1
10. My student teaching experience prepared me well for teaching.	4	3	2	1
11. My students' parents have confidence in me.	4	3	2	1
12. My principal commends my professional performance.	4	3	2	1
13. I am permitted to adapt curricular materials to meet my students' needs.	4	3	2	1
14. Thinking ahead five years, I'm sure I will be teaching.	4	3	2	1

Please respond to the following statements:

1. My district/school has been <u>most helpful</u> to me this year in the following ways:

2. I have found the following to be the <u>most difficult</u> about being a beginning teacher in my district/school this year:

3. I would have appreciated <u>more support</u> from my district/school this year in the following areas:

3-19

<u>Mentoring Program Standards and Criteria</u>

Standard I: *Mentor programs have a clear purpose and specified goals which reflect best practices.*

Criteria:

1.   The purpose statement describes why the mentor program exists (need) and states how the program is aligned with standards II-VI.
2.   Goals state how the purpose of the program will be achieved.

Standard II: *Mentor programs are organized to provide probationary teachers with professional support and continuous assistance.*

Criteria:

1.   The program prepares mentors through training and on-going support activities.
2.   Mentor teachers must be on-site (see definition of terms).
3.   The program includes time for structured and/or planned contacts between the mentor and probationary teacher.
4.   The program defines expectations of administrators and explains how administrators at the building and district level support the mentor program.
5.   The program includes a year-long description of regular sequenced activities.
6.   The program supports other district initiatives.
7.   The program includes a process for mentor matching and a mechanism for re-assignment if the mentor is unable to fulfill the responsibilities.
8.   The program ensures confidentiality between the mentor and probationary teacher.

Standard III: *Mentor selection purposefully matches the best qualified mentor with a probationary teacher.*

Criteria:

1.   The mentor teachers must be a certificated teacher who has completed at least three consecutive school years of employment in the school district.
2.   Participation by the mentor teacher must be voluntary.
3.   The mentor teacher will be selected by the district and approved by the local school board based on the following criteria: (1) demonstrates exemplary teaching ability as measured by the district appraisal system and (2) exhibits qualities of an effective mentor as noted in Appendix X.
4.   The mentor must be matched with a probationary teacher based on the most appropriate combination of the following: *endorsement, grade level, proximity*.
5.   The mentor teacher may provide assistance and guidance to not more than two probationary teachers.

Standard IV: *Mentor programs result in professional growth of the mentor and probationary teacher.*

Criteria:

1.   The program establishes on-going mentor professional development that addresses the developmental stages of the probationary teacher, roles and responsibilities of the mentor, coaching-observation-feedback, relationship building and collaboration strategies.

2.   The program establishes on-going professional development and support for the probationary teacher that addresses their individual needs.

3.   The program provides professional development to administrators and other staff members regarding their roles in supporting the probationary teacher.

4.   The program aligns with other professional development initiatives.

Standard V: *Mentors have clearly defined roles and responsibilities.*

Criteria:

1.   The mentor participates in on-going training (see St IV, Cr 1).

2.   The mentor collaborates with and supports the probationary teacher during on-going structured and unstructured contact time.

3.   The mentor builds a positive relationship with the probationary teacher(s).

4.   The mentor respects confidentiality of the mentor/probationary teacher relationship.

5.   The mentor models, coaches, observes and provides feedback.

6.   The mentor documents activity participation.

7.   The mentor advocates for the probationary teacher by providing direct assistance on situational issues.

Standard VI: *Mentor programs establish a local program evaluation process in addition to the submission of requested KSDE data.*

Criteria:

1.   The evaluation assesses achievement of specified program goals. (Standard I)

2.   The evaluation assesses the effectiveness of program organization in providing professional support and continuous assistance to the probationary teacher. (Standard II)

3.   The evaluation assesses the effectiveness of the mentor selection and the matching process. (Standard III).

4.   The evaluation assesses the impact of the mentor program on the professional growth of the mentor and probationary teacher. (Standard IV).

5.   The evaluation assesses the degree to which mentors fulfilled roles and responsibilities. (Standard V).

WICHITA JROTC LEADERSHIP CORPS

§ Initiated in Wichita in 1994. Currently, eight high schools with JROTC and five middle schools have Leadership programs. Opening enrollment this year-1600 cadets; 60% male and 40% female.

§ Mission. "To motivate young people to be better citizens." Accomplished through detailed curriculum including the following areas: Leadership traits, principles, and techniques; improved oral and written communication skills; U S history and government; civics; character development; teamwork; service learning; and life skills including first aid and health, physical training, and map reading and land navigation.

§ Credit. JROTC is a four-year program earning elective credit for graduation; Leadership is a three-year program.

§ Academics. Both programs fully support graduation and higher education opportunities. Scholarship opportunities for ROTC and service academies are enhanced through JROTC.

§ Instructors. JROTC instructors are fully accredited, retired officers and noncommissioned officers. All officers and majority of noncommissioned officers have college degrees. Leadership instructors are fully accredited and have military experience. Instructors are teachers, trainers and mentors who are committed to helping cadets.

§ Uniforms/Rank/Awards. Uniforms worn once a week. Rank is earned based on overall performance in the programs and school. Awards earned for leadership ability, academics, attendance, physical training, team drill, sports, and other school related activities.

§ Extracurricular Activities. Cadets are encouraged to participate in a multitude of activities to include service learning/community service; adventure training; drill and physical fitness competitions; academic tournaments; social events such as military balls, awards ceremonies and lock-ins; district Leadership School; and JROTC summer camp.

§ Leadership Program. District developed and funded initiative to provide JROTC related activities to middle school students. Overall outstanding success with the program copied by many other districts across the United States.

§ Success. District programs have accomplished all objectives as witnessed by success of cadets and supported by parents, educators and community leaders.

§ Challenges. Finding qualified teachers and establishing allocations at the schools.

JROTC

Senate Education
1-24-01
Attachment 5