**Assessment of Support Structures for Beginning Career Teachers** Using a six point scale, as described below, assess your experience in being supported as a beginning teacher in meeting the needs of all students. **1-**Strongly Disagree **2**-Disagree **3**-Neutral (Neither Disagree or Agree) **4-**Agree **5**-Strongly Agree **6-**Not Sure/Does Not Apply

1. The school district strongly supports my growth in understanding how to meet the needs of all students in a diverse school setting.

1 2 3 4 5 6

2. The school district supports my growth in understanding the specific academic and social diversity brought to the classroom each school day.

1 2 3 4 5 6

3. The goals set for our beginning teacher support program are clear and understood by all stakeholders (administration, teachers, mentors).

1 2 3 4 5 6

4. I understand my role and responsibilities within the beginning teacher support program.

1 2 3 4 5 6

5. The context and demographics of our school community is a strong consideration in our beginning teacher support program for beginning career teachers.

1 2 3 4 5 6

6. The beginning teacher support program is tailored to meet the specific and unique needs of the students in our school community.

1 2 3 4 5 6

7. The beginning teacher support program has a focus on the cultural, linguistic, and academic needs of the students in our school.

1 2 3 4 5 6

8. I understand who I need to turn to in order to receive guidance in how I can support or be supported by the appropriate staff member within the structure of the beginning teacher support program.

1 2 3 4 5 6

9. There is a clear connection between our district level professional development and initiatives focusing on meeting the cultural, linguistic, and academic needs of the students in our school.

1 2 3 4 5 6

10. The principal cares about and understands how to support beginning career teachers in developing as teachers who meet the cultural, linguistic, and academic needs of the students in our school.

1 2 3 4 5 6

11. Principals are actively involved in supporting mentors and beginning career teachers by providing access to the appropriate professional development opportunities needed to support growth in effectively teach a diverse classroom of students.

1 2 3 4 5 6

12. The superintendent and director/coordinator of the beginning teacher support program place a high priority on supporting beginning career teachers in meeting the cultural, linguistic, and academic needs of all students.

1 2 3 4 5 6

13. The beginning teacher support program guides beginning career teachers in understanding the importance of recognizing the cultural background of my students and using the understanding to tailor my instruction to meet the unique needs of my students.

1 2 3 4 5 6

14. The beginning career teacher support program supports beginning career teachers in helping all students find a voice and be an active participant in their own education.

1 2 3 4 5 6

15. The leaders (administration, mentors, coordinators) encourage the beginning career teachers to guide students in seeing a clear connection between what the students are doing in the classroom and how those same skills are important in life inside and outside of school.

1 2 3 4 5 6

16. The mentors working with beginning career teachers are providing consistent support focused on creating equitable outcomes among diverse groups of students.

1 2 3 4 5 6

17. Beginning teachers are provided with effective professional development surrounding the topic of diverse classrooms.

1 2 3 4 5 6

18. The mentors working with beginning career teachers are encouraged to seek out the professional development needed to better support beginning career teachers in meeting the needs of all students.

1 2 3 4 5 6

19. The mentors working with beginning career teachers are encouraged to continue building their own ability to use instructional practices meet the needs of all students.

1 2 3 4 5 6

20. The selection of mentors is driven by a strengths-based approach where mentors are selected based on their ability to support beginning career teachers in meeting the needs of all students.

1 2 3 4 5 6

21. Beginning career teachers and mentors are given time to explore how their own cultural background informs and influences their instruction.

1 2 3 4 5 6

22. I have a good understanding of the academic achievement outcomes of the students in our school district and how specific demographic groups (race, gender, socioeconomic status, language status) are performing.

1 2 3 4 5 6

23. I see a direct connection between the support provided in our beginning career teacher support program and the specific mission, vision, and academic data of our school district.

1 2 3 4 5 6

24. I am given professional development opportunities allowing for me to understand the importance of cultural competence (ability to effectively interact with people of different backgrounds) and the role it plays in long-term success for students.

1 2 3 4 5 6

25. Beginning career teachers are encouraged to guide students in becoming active in the school community.

1 2 3 4 5 6

26. The beginning career teacher support program guides new teachers in understanding the importance of creating connections with parents of the children in their class in an effort to better understand the children in their class.

1 2 3 4 5 6

27. The assets/strengths a diverse group of students bring into a classroom are recognized and there is an emphasis on how important it is for educators to recognize and honor those assets.

1 2 3 4 5 6

28. Beginning career teachers are given concrete and specific examples of how to create connections with parents of diverse backgrounds.

1 2 3 4 5 6

29. Beginning career teachers are given concrete and specific examples of how to integrate the diverse backgrounds of students into learning activities and daily routines.

1 2 3 4 5 6

30. I feel the beginning teacher support program is/was an effective support in my growth and understanding of how to meet the needs of all students.

1 2 3 4 5 6