

Early Warning Surveys

Novice educators are most at risk of leaving the profession during the months of disillusionment between October and January each school year. One way mentors and other partners in beginning educator induction can help identify educators who might be in danger of quitting is to engage in an "Early Warning Survey" process with all novice educators. The survey identifies educators who might be considering resigning due to burnout, a lack of sense of efficacy, or a host of other reasons. For educators who fall in this category, December is the time for intensive support.

There are many ways to engage novice educators in this survey. Review the resources linked below and the questions in the question bank, and work with your mentor team to create an early-warning system that works for you! Asking teachers to provide their names lets you know who needs support. However, it's essential to protect the confidentiality of responses. As you create an early-warning system that works for your program, [share your ideas with BEST staff!](#)

Question Bank:

General:

- I usually look forward to each working day at my school(s).
- I feel energized by my job.
- I am excited about the way in which my work contributes to my school(s).
- I feel confident about my level of knowledge related to the content that I teach.
- Based on your evaluator's observation feedback and your personal reflection, what are some strengths and growth areas in your instructional practice at this point in the year?

Mentoring:

- My mentor supports me in being more reflective about my instructional practices.
- My mentor supports me in making connections among standards, curriculum, instruction, and assessment.
- My mentor uses our district's instructional framework to promote my growth.
- My mentor supports my morale.
- The feedback I received from my evaluator and/or mentor has helped me improve my instructional practice.
- My mentor provides me with written feedback that supports me in improving my instructional practice.
- After observing me, my mentor meets with me to help me reflect on the lesson.
- My mentor supports me in using student formative assessment data to make decisions about my teaching.
- I use student assessment data to identify my strengths and areas for growth.
- What specific area(s) would you like to focus on with your mentor in the coming months?
- About how frequently do you and your mentor connect (in person, via email, phone, or other methods)?



- Reflecting on your work with your mentor, which top 3 practices do you believe have had the greatest impact on your professional growth and sense of efficacy so far this year?
- So far this year, how many times has your mentor observed in your classroom for at least 10-20 minutes? (Best estimate)
- What are some ways you want your mentor to work with you to promote your growth?

Professional Learning

- My district's professional learning for beginning teachers provides me with information when I need it.
- My district's professional learning for beginning teachers matches my position (e.g., teaching responsibilities, subject area, and grade level.)
- My district's professional learning for beginning teachers accommodates a variety of schedules (elementary/secondary time schedules, coaches/advisors, etc.)
- My district provides professional learning that helps me to work effectively and equitably with my students.
- My district's professional learning for beginning teachers connects our professional practice and growth to the district's instructional framework and Washington State 8 criteria.
- Which professional learning topics have had the most impact on your practice this year?
- What professional learning topics do you wish you had received in the first months of the school year that would have supported you in your role?

Resources:

- [New research shows just how much losing a teacher midyear hurts students](#)
- [4 Strategies to Increase Teacher Retention](#)
- [Phases of First-Year Teaching](#)
- [Early Warning Interviews: Vancouver Public Schools](#)