

Mentor and Preservice Teacher Reflections Survey
 Response Data from 2006, 2007, 2009, 2010 and 2011

The Preservice Mentor Teacher

	2006	2006	2007	2007	2009	2009	2010	2010	2011	2011
	MT	PT	MT	PT	MT	PT	MT	PT	MT	PT
<i>Modeled appropriate professional and ethical behaviors by:</i>										
Recognizing the scope of the teaching profession (disciplines, levels, settings, roles).	95.7%	96.9%	95.0%	94.7%	96.2%	99.3%	96.6%	97.7%	96.9%	97.8%
Using personal reflection and critical feedback to evaluate professional practice and defines actions to improve.	94.9%	92.9%	93.6%	89.5%	90.4%	97.4%	94.9%	91.3%	95.0%	93.8%
Accepting the professional and ethical responsibilities and expectations of the profession.	94.9%	96.9%	94.3%	91.2%	94.2%	97.4%	97.7%	97.7%	96.3%	98.3%
Demonstrating professional reflection and engagement with the greater purpose and challenges of the teaching profession.	85.5%	92.9%	92.2%	91.2%	91.3%	93.5%	95.5%	91.3%	91.3%	96.1%
<i>Provided fair and consistent feedback to the preservice teacher by:</i>										
Demonstrating responsible, considerate interactions with the preservice teacher.	92.3%	95.9%	97.2%	93.0%	95.2%	98.0%	97.2%	97.7%	95.0%	97.2%
Providing fair, consistent, and reliable feedback to the preservice teacher.	90.6%	93.9%	95.0%	91.2%	94.2%	96.7%	95.5%	90.8%	96.3%	93.3%
Using opportunities to provide feedback as the foundation for professional growth of the preservice teacher.	90.6%	90.8%	95.0%	93.0%	96.2%	93.5%	94.4%	93.1%	94.4%	97.2%
Using feedback and follow-up interactions as benchmarks for the midterm and final evaluation of the preservice teacher's performance.	88.9%	83.7%	91.5%	89.5%	91.3%	94.8%	91.5%	90.2%	87.6%	92.7%
<i>Provided adequate opportunities for the preservice teacher to explore and refine instructional practices by:</i>										
Helping the preservice teacher design units that included strategies for the integration of multiple disciplines (e.g., science, reading, mathematics).	76.9%	75.5%	80.9%	84.2%	81.7%	91.5%	75.0%	85.5%	74.5%	86.5%
Helping the preservice teacher incorporate a variety of instructional strategies (e.g., direct instruction, inquiry, Socratic lessons, group instruction).	96.6%	90.8%	92.9%	91.2%	94.2%	92.2%	96.0%	92.5%	97.5%	93.8%
Helping the preservice teacher to use technology and other instructional media to support, enhance, and extend learning.	83.9%	78.6%	83.0%	86.0%	82.7%	88.9%	88.7%	87.3%	94.4%	94.9%
Helping the preservice teacher develop units and lessons that included instructional design process from needs assessment through analysis of standards met within the assessment plan.	81.2%	82.7%	80.1%	86.8%	80.8%	88.9%	81.3%	86.7%	86.3%	92.1%

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<i>Provided explicit feedback and strategies to improve the preservice teacher's classroom management skills by:</i>										
Creating and maintaining a safe and caring learning environment.	97.4%	93.9%	98.6%	95.6%	97.1%	98.7%	98.9%	98.2%	99.4%	97.8%
Facilitating on-task behavior for the students and preservice teacher.	95.7%	91.8%	96.5%	93.0%	95.2%	98.7%	98.3%	94.2%	96.9%	96.1%
Treating learners with dignity and respect in disciplinary situations.	94.9%	93.9%	97.9%	93.9%	96.2%	98.0%	95.4%	95.9%	96.3%	96.6%
Helping the preservice teacher to use instructional transitions effectively to manage classroom activities.	92.3%	87.8%	95.0%	93.0%	95.2%	97.4%	93.7%	90.6%	96.9%	95.5%
Demonstrating the ability to effectively deal with classroom disruptions and student behavior situations.	93.2%	94.9%	95.7%	94.7%	94.2%	98.7%	96.6%	97.7%	98.1%	97.8%
<i>Encouraged innovative practices by:</i>										
Demonstrating knowledge of the content and accurately identifying major concepts to be taught to help the preservice teacher design lesson plans that included measurable objectives.	93.2%	93.9%	95.7%	93.9%	97.1%	92.2%	96.0%	94.2%	95.7%	93.8%
Setting an expectation that materials would be ready when needed.	88.9%	93.9%	94.3%	95.6%	93.3%	98.7%	93.7%	97.7%	97.5%	95.5%
Helping the preservice teacher plan instruction that was sensitive to cultural and learning differences and to design lessons that engaged learners in the subject matter.	84.6%	86.7%	89.4%	86.0%	89.4%	90.2%	90.3%	86.6%	84.5%	88.2%
Demonstrating enthusiasm about content and learning.	94.9%	91.8%	96.5%	93.9%	94.2%	96.7%	98.9%	95.3%	98.1%	97.8%
Providing conversation opportunities related to innovative practices, both instructional and professional.	90.6%	92.9%	90.1%	88.6%	92.3%	95.4%	94.9%	91.3%	94.4%	93.8%
Promoting inquiry among learners.	87.2%	87.8%	90.1%	91.2%	89.4%	92.8%	91.4%	91.9%	88.2%	94.9%
Supporting innovative practices and providing relevant feedback.	89.7%	93.9%	90.8%	88.6%	89.4%	95.4%	97.1%	90.7%	93.8%	96.1%
Helping the preservice teacher make adjustments and accommodations for differing learning needs and styles.	89.7%	88.8%	92.9%	87.7%	94.2%	94.8%	94.9%	91.3%	96.3%	94.9%
Helping the preservice teacher develop initiative and support contributions to educational activities outside the classroom requirements.	81.2%	79.6%	79.4%	87.7%	86.5%	89.5%	86.3%	89.5%	79.5%	89.3%

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<i>Demonstrated effective communication and interpersonal skills with the preservice teacher and the UW Faculty/Consultant by:</i>										
Being knowledgeable of and following school and district policies and procedures.	92.3%	94.9%	96.5%	97.4%	97.1%	97.4%	98.3%	97.1%	96.9%	98.3%
Demonstrating effective decision-making.	89.7%	94.9%	95.7%	96.5%	94.2%	98.7%	97.7%	98.8%	98.1%	97.2%
Communicating clearly and professionally with the preservice teacher and the UW Faculty/Consultant.	87.2%	93.9%	90.1%	90.4%	96.2%	95.4%	93.7%	92.4%	91.9%	96.6%
Projecting a professional image (appearance, voice, demeanor).	94.9%	95.9%	96.5%	96.5%	95.2%	98.0%	97.1%	95.9%	97.5%	98.3%
Interacting with students and the preservice teacher respectfully, with fairness, and with appropriate language.	94.0%	93.9%	97.9%	91.2%	98.1%	96.7%	97.1%	97.1%	97.5%	97.2%
Interacting with staff, faculty and external constituents respectfully and cooperatively.	88.0%	94.9%	97.2%	96.5%	95.2%	98.0%	97.2%	96.6%	98.1%	97.2%
Modeling professionalism in all aspects of communication.	92.3%	91.8%	96.5%	87.7%	96.2%	97.4%	97.2%	94.3%	97.5%	96.6%
<i>Modeled and mentored a professional disposition of access to quality teaching for ALL children in the classroom by:</i>										
Understanding how due process promotes equal protection for students with diverse needs in schools.	82.1%	87.8%	85.8%	88.6%	87.5%	92.2%	84.7%	89.7%	83.2%	92.7%
Understanding how social class, race, gender, or disability can affect student performance.	89.7%	93.9%	92.2%	94.7%	95.2%	96.7%	95.5%	94.8%	92.5%	94.9%
Articulating a strong rationale for pedagogical decisions and selecting strategies that effectively address the diverse needs of learners.	86.3%	91.8%	87.2%	88.6%	91.3%	96.1%	89.8%	90.8%	87.6%	93.8%
Helping the preservice teacher understand the diverse needs of learners in order to promote equitable and inclusive practices in the classroom.	90.6%	90.8%	92.2%	90.4%	93.3%	94.8%	92.7%	93.7%	97.5%	97.2%
<i>Provided specific strategies for the preservice teacher to expand the use and knowledge of assessment(s) of student learning by:</i>										
Helping the preservice teacher accurately and appropriately assess student learning.	93.2%	95.9%	95.0%	96.5%	97.1%	96.7%	97.7%	93.7%	96.3%	97.8%
Setting an expectation for assessments before, during, and after instruction.	86.3%	88.8%	87.2%	91.2%	87.5%	90.8%	92.1%	89.1%	90.7%	92.7%
Helping the preservice teacher evaluate student learning using a variety of assessment strategies.	88.9%	90.8%	88.7%	92.1%	91.3%	93.5%	92.7%	88.5%	95.7%	94.4%
Helping the preservice teacher develop and demonstrate an understanding of confidentiality and other legal and ethical considerations related to assessment.	88.9%	87.8%	94.3%	93.0%	93.3%	95.4%	92.1%	93.7%	91.9%	98.3%

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<i>Provided effective support for the transition from preservice to inservice by:</i>										
Understanding the structure and hierarchy of the profession (e.g., relationships between teachers, administrators, funding, governance).	89.7%	92.9%	85.8%	92.1%	90.4%	93.5%	89.8%	94.2%	90.7%	97.2%
Including the preservice teacher in activities and conversations that expand the scope of the profession beyond the classroom.	92.3%	95.9%	92.2%	96.5%	93.3%	97.4%	93.2%	95.9%	96.9%	97.2%
Providing opportunities for conversation about career planning.	89.7%	89.8%	89.4%	90.4%	88.5%	95.4%	90.4%	92.4%	93.8%	92.1%
Providing opportunities for the preservice teacher to interact with faculty at a variety of stages of their professional careers.	88.0%	91.8%	90.1%	91.2%	85.6%	96.1%	91.5%	91.9%	92.5%	96.6%
<i>Actively included the preservice teacher in professional development opportunities by:</i>										
Demonstrating a commitment to professional, life-long learning.	96.6%	96.9%	95.7%	95.6%	98.1%	96.1%	95.4%	98.2%	96.3%	97.2%
Arriving at school ready to teach and or/mentor.	95.7%	95.9%	97.9%	98.2%	95.2%	94.8%	97.7%	94.7%	98.8%	96.6%
Seeking opportunities for the preservice teacher to engage in professional development.	86.3%	90.8%	87.9%	95.6%	92.3%	96.1%	88.0%	90.0%	88.8%	94.4%
Facilitating the preservice teacher in developing a service orientation to the school and community (e.g., volunteering or participating in school and district activities outside the classroom).	82.1%	82.7%	85.8%	84.2%	82.7%	88.2%	83.4%	87.6%	83.2%	89.3%
Encouraging the preservice teacher to actively participate in professional and/or community organizations.	71.8%	85.7%	75.2%	79.8%	81.7%	86.3%	76.0%	84.1%	65.8%	84.8%
<i>Demonstrated effective overall mentoring for this preservice teacher by:</i>										
Providing feedback on the preservice teacher's development level in content knowledge, pedagogy, and dispositions for the profession.	93.2%	90.8%	93.6%	93.9%	94.2%	95.4%	95.4%	91.8%	98.1%	95.5%
Conducting the evaluation of the preservice teacher with honesty and fairness.	95.7%	96.9%	97.9%	93.0%	94.2%	97.4%	98.9%	93.6%	98.8%	97.8%
Meeting deadlines established by the CoEd.	92.3%	95.9%	95.0%	94.7%	92.3%	98.7%	94.3%	97.1%	95.7%	97.8%
Being an active participant in all stages of preservice teacher's Residency.	90.6%	91.8%	89.4%	91.2%	96.2%	97.4%	96.6%	93.0%	96.3%	96.1%
Demonstrating knowledge of WTEP policies and expectations for the Residency field experience.	77.8%	84.7%	83.7%	90.4%	85.6%	94.8%	85.1%	88.9%	88.8%	95.5%
Understanding and using the WTEP system (e.g., UW Faculty/Consultant, Office of Teacher Education) to support the preservice teacher's professional growth and transition.	73.5%	85.7%	78.7%	88.6%	85.6%	94.8%	84.6%	87.1%	82.0%	93.8%