

Modeling Professionalism

1 The Mentor Teacher interacted with the Preservice Teacher in a responsible, considerate way.

Response	Elementary Preservice <i>n=63</i>	Elementary Mentor <i>n=91</i>	Secondary Preservice <i>n=38</i>	Secondary Mentor <i>n=60</i>
Strongly disagree	8	4	1	0
Disagree	0	0	1	0
Neither agree or disagree	1	0	2	0
Agree	8	21	3	15
Strongly agree	46	66	31	45

2 The Mentor Teacher modeled respectful and cooperative interactions with staff, faculty, and external constituents.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	4	1	0
Disagree	0	1	1	0
Neither agree or disagree	2	0	0	0
Agree	9	31	9	15
Strongly agree	45	55	27	45

3 The Mentor Teacher conducted the evaluation of the Preservice Teacher with honesty and fairness.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	3	1	0
Disagree	0	0	0	0
Neither agree or disagree	1	0	4	0
Agree	7	14	2	12
Strongly agree	46	75	31	48

Supporting Instruction

4 The Mentor Teacher demonstrated enthusiasm about teaching.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	3	2	0
Disagree	0	0	0	0
Neither agree or disagree	2	0	3	0
Agree	10	26	9	18
Strongly agree	44	63	24	42

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5 The Mentor Teacher helped the Preservice Teacher design lessons that engaged learners in the subject matter.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	3	4	1
Disagree	1	0	1	0
Neither agree or disagree	5	1	5	2
Agree	10	44	7	27
Strongly agree	40	43	20	30

6 The Mentor Teacher helped the Preservice Teacher use technology and other instructional media to support, enhance, and extend learning.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	3	4	1
Disagree	0	0	1	0
Neither agree or disagree	5	9	1	4
Agree	14	46	11	33
Strongly agree	37	34	21	22

7 The Mentor Teacher helped the Preservice Teacher incorporate a variety of instructional strategies.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	3	4	1
Disagree	1	0	0	0
Neither agree or disagree	4	0	2	0
Agree	12	36	8	30
Strongly agree	39	53	23	29

Supporting Classroom Management

8 The Mentor Teacher created and maintained a safe and caring learning environment.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	4	2	0
Disagree	0	0	0	0
Neither agree or disagree	2	0	3	0
Agree	9	17	6	14
Strongly agree	45	69	26	46

Mentor Reflections Survey Spring 2016

9 The Mentor Teacher treated learners with dignity and respect in disciplinary situations.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	4	1	1
Disagree	0	0	2	0
Neither agree or disagree	3	0	4	1
Agree	9	26	4	18
Strongly agree	44	62	27	40

10 The Mentor Teacher demonstrated how to effectively deal with classroom disruptions and student behavior situations.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	3	1	0
Disagree	0	0	3	0
Neither agree or disagree	2	0	2	0
Agree	13	34	8	28
Strongly agree	41	55	23	32

11 The Mentor Teacher helped the Preservice Teacher to develop his or her own classroom management techniques and style.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	4	4	1
Disagree	1	0	0	0
Neither agree or disagree	3	4	2	3
Agree	17	49	12	35
Strongly agree	35	35	20	21

Modeling Access to Quality Teaching for all Children

12 The Mentor Teacher helped the Preservice Teacher plan instruction that was sensitive to cultural and learning differences.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	3	4	1
Disagree	1	0	0	0
Neither agree or disagree	8	1	4	7
Agree	16	52	9	29
Strongly agree	31	36	21	23

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13 The Mentor Teacher helped the Preservice Teacher make adjustments and accommodations for differing learning needs and styles.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	3	3	1
Disagree	0	0	2	0
Neither agree or disagree	4	3	4	0
Agree	12	44	8	33
Strongly agree	40	41	18	26

Supporting Assessment

14 The Mentor Teacher helped the Preservice Teacher evaluate student learning using a variety of assessment strategies.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	3	3	1
Disagree	1	0	4	0
Neither agree or disagree	7	2	2	2
Agree	16	46	3	33
Strongly agree	32	40	26	24

15 The Mentor Teacher helped the Preservice Teacher develop an understanding of confidentiality and other legal and ethical considerations related to assessment.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	3	1	0
Disagree	0	0	1	0
Neither agree or disagree	4	4	2	1
Agree	16	32	13	23
Strongly agree	36	53	21	36

Supporting the Transition from Preservice to Inservice

16 The Mentor Teacher I provided opportunities for conversation about career planning.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	3	3	0
Disagree	1	1	2	0
Neither agree or disagree	5	3	2	1
Agree	11	37	6	33
Strongly agree	39	48	24	25

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17 The Mentor Teacher included the Preservice Teacher in activities and conversations that expand the scope of the profession beyond the classroom.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	3	1	0
Disagree	1	1	2	1
Neither agree or disagree	3	2	1	3
Agree	10	31	7	17
Strongly agree	42	54	26	38

Providing Effective Overall Mentoring

18 The Mentor Teacher was an active participant in all stages of the Preservice Teacher's Residency.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	3	1	1
Disagree	2	0	4	0
Neither agree or disagree	5	2	2	2
Agree	5	36	5	19
Strongly agree	44	50	26	37

19 The Mentor Teacher understood and followed College of Education policies and expectations for the Residency field experience.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	3	1	0
Disagree	0	0	3	0
Neither agree or disagree	2	4	1	1
Agree	9	37	9	18
Strongly agree	44	46	24	41

20 The Mentor Teacher communicated clearly and professionally with the Preservice Teacher and the UW Faculty/Supervisor.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	3	1	0
Disagree	0	0	1	0
Neither agree or disagree	3	2	3	1
Agree	8	37	7	18
Strongly agree	45	49	26	41

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21 The Mentor Teacher provided fair, consistent, and reliable feedback to the Preservice Teacher.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	3	2	0
Disagree	3	0	2	0
Neither agree or disagree	1	3	3	0
Agree	7	35	4	22
Strongly agree	45	50	26	37

22 The Mentor Teacher set an expectation that the Preservice Teacher would have teaching materials (e.g., lesson plans, supplies, etc.) ready when needed for instruction.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	3	1	0
Disagree	1	0	2	0
Neither agree or disagree	1	2	2	1
Agree	13	29	5	24
Strongly agree	41	57	27	34

23 The Mentor Teacher sought opportunities for the Preservice Teacher to engage in professional development.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	3	1	0
Disagree	1	0	3	0
Neither agree or disagree	1	4	2	6
Agree	13	38	7	24
Strongly agree	41	46	25	30

24 The Mentor Teacher participated in a co-teaching model of instruction with the Preservice Teacher during the Residency semester.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	7	4	1	0
Disagree	1	0	3	2
Neither agree or disagree	3	2	1	3
Agree	10	36	11	23
Strongly agree	42	50	22	32