

**Modeling Professionalism**

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

Response	Elementary Preservice <i>n=66</i>	Elementary Mentor <i>n=89</i>	Secondary Preservice <i>n=42</i>	Secondary Mentor <i>n=60</i>
Strongly disagree	6	4	2	1
Disagree	0	0	0	0
Neither agree or disagree	0	0	4	0
Agree	6	17	5	7
Strongly agree	54	68	31	52

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	6	3	3	1
Disagree	0	0	1	0
Neither agree or disagree	1	0	1	0
Agree	7	24	7	18
Strongly agree	51	61	30	41

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	6	2	2	1
Disagree	0	0	1	0
Neither agree or disagree	1	0	1	0
Agree	5	11	7	3
Strongly agree	54	76	31	55

**Supporting Instruction**

4 The Mentor Teacher demonstrated enthusiasm about teaching.

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	6	2	2	1
Disagree	0	0	1	0
Neither agree or disagree	0	0	3	0
Agree	8	20	7	14
Strongly agree	52	67	29	45

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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	6	2	3	1
Disagree	0	0	4	0
Neither agree or disagree	4	2	3	2
Agree	17	30	10	19
Strongly agree	39	54	22	36

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	6	2	2	1
Disagree	1	0	2	0
Neither agree or disagree	2	7	3	5
Agree	16	37	12	24
Strongly agree	40	42	23	29

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	6	2	2	1
Disagree	0	0	1	0
Neither agree or disagree	1	0	5	0
Agree	18	29	14	19
Strongly agree	40	57	20	39

**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	6	2	2	1
Disagree	0	0	0	0
Neither agree or disagree	2	0	4	0
Agree	5	18	6	10
Strongly agree	53	69	29	48

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

Response	Elementary Preservice	Elementary Mentor	Secondary Preservice	Secondary Mentor
Strongly disagree	6	2	2	1
Disagree	0	0	1	0
Neither agree or disagree	2	0	3	0
Agree	8	19	9	11
Strongly agree	49	67	27	48

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	5	2	3	1
Disagree	0	0	3	0
Neither agree or disagree	2	0	1	0
Agree	9	20	16	18
Strongly agree	49	67	19	40

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	6	2	1	1
Disagree	0	0	1	0
Neither agree or disagree	3	2	2	3
Agree	16	33	17	30
Strongly agree	41	51	19	25

**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	5	2	2	1
Disagree	0	0	4	0
Neither agree or disagree	3	2	5	4
Agree	21	51	13	30
Strongly agree	37	32	17	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	0	2	2	1
Disagree	1	0	2	0
Neither agree or disagree	1	1	5	2
Agree	16	35	15	30
Strongly agree	43	51	18	25

**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	6	2	2	1
Disagree	1	1	0	0
Neither agree or disagree	5	1	4	1
Agree	18	42	18	28
Strongly agree	36	43	18	29

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	6	2	2	1
Disagree	0	0	1	0
Neither agree or disagree	2	2	1	0
Agree	11	35	12	26
Strongly agree	46	50	26	33

**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	2	4	1
Disagree	0	0	0	2
Neither agree or disagree	3	3	3	2
Agree	17	39	9	23
Strongly agree	39	44	26	31

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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	6	2	2	1
Disagree	0	0	0	0
Neither agree or disagree	2	3	0	1
Agree	12	31	10	17
Strongly agree	46	52	30	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	6	3	2	1
Disagree	0	0	4	0
Neither agree or disagree	1	0	2	0
Agree	11	31	5	27
Strongly agree	47	55	29	31

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	5	2	2	1
Disagree	0	0	2	0
Neither agree or disagree	1	1	4	4
Agree	15	30	10	36
Strongly agree	45	54	24	19

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	5	2	2	1
Disagree	0	0	1	0
Neither agree or disagree	0	1	1	3
Agree	11	28	9	20
Strongly agree	50	57	29	36

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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	6	2	2	1
Disagree	0	0	0	0
Neither agree or disagree	1	1	5	0
Agree	12	31	9	21
Strongly agree	45	54	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	6	2	2	1
Disagree	0	0	1	0
Neither agree or disagree	1	0	3	0
Agree	11	26	8	17
Strongly agree	48	60	28	42

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	6	2	2	1
Disagree	1	0	1	0
Neither agree or disagree	1	3	3	4
Agree	13	33	10	23
Strongly agree	44	50	26	32

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	6	2	3	1
Disagree	1	0	2	0
Neither agree or disagree	2	1	4	3
Agree	7	31	11	14
Strongly agree	50	55	22	42