

# Oral Roberts University

*Mentor\_Administrator\_Survey*

**Q2 - The person completing this survey is:**

| # | Answer                                       | %      | Count |
|---|--|--------|-------|
| 1 | Administrator/mentor to a first year teacher | 50.00% | 1     |
| 2 | Teacher/Mentor to a first year teacher       | 50.00% | 1     |
|   | Total  | 100%   | 2     |

**Q3 - For each statement, please indicate your level of agreement using the scale provided for the first year teacher you are mentoring.**

| Question   | Strongly Disagree |   | Disagree |   | Somewhat Disagree |   | Somewhat Agree |   | Agree |   | Strongly Agree |   |
|--|-------------------|---|----------|---|-------------------|---|----------------|---|-------|---|----------------|---|
| The teacher understands how learners grow and develop.   | 0.00%             | 0 | 0.00%    | 0 | 0.00%             | 0 | 0.00%          | 0 | 4.76% | 1 | 12.50%         | 1 |
| The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.                   | 0.00%             | 0 | 0.00%    | 0 | 0.00%             | 0 | 0.00%          | 0 | 4.76% | 1 | 12.50%         | 1 |
| The teacher designs and implements developmentally appropriate and challenging learning experiences.   | 0.00%             | 0 | 0.00%    | 0 | 0.00%             | 0 | 7.69%          | 1 | 4.76% | 1 | 0.00%          | 0 |
| The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | 0.00%             | 0 | 0.00%    | 0 | 0.00%             | 0 | 7.69%          | 1 | 4.76% | 1 | 0.00%          | 0 |
| The teacher works with others to create environments that support individual and collaborative learning.   | 0.00%             | 0 | 0.00%    | 0 | 0.00%             | 0 | 7.69%          | 1 | 4.76% | 1 | 0.00%          | 0 |
| 6. The teacher encourages positive social interaction, active engagement in learning, and self motivation.   | 0.00%             | 0 | 0.00%    | 0 | 0.00%             | 0 | 0.00%          | 0 | 4.76% | 1 | 12.50%         | 1 |
| 7. The teacher understands the central concepts,   | 0.00%             | 0 | 0.00%    | 0 | 0.00%             | 0 | 7.69%          | 1 | 4.76% | 1 | 0.00%          | 0 |

|   |       |   |       |   |       |   |       |   |       |   |        |   |  |
|---|-------|---|-------|---|-------|---|-------|---|-------|---|--------|---|--|
| tools of inquiry, and structures of the discipline(s) he or she teaches.  |       |   |       |   |       |   |       |   |       |   |        |   |  |
| 8. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.   | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 9.52% | 2 | 0.00%  | 0 |  |
| 9. The teacher understands how to connect concepts to each other and to authentic local and global issues.                                      | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 7.69% | 1 | 4.76% | 1 | 0.00%  | 0 |  |
| 10. The teacher knows how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving. | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 9.52% | 2 | 0.00%  | 0 |  |
| 11. The teacher understands and uses multiple methods of assessment to engage learners in their own growth and guide learners' decision making. | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 7.69% | 1 | 0.00% | 0 | 12.50% | 1 |  |
| 12. The teacher understands and uses multiple methods of assessment to monitor learner progress and to guide his/her decision making.           | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 7.69% | 1 | 4.76% | 1 | 0.00%  | 0 |  |
| 13. The teacher plans instruction that supports every student in meeting rigorous learning  | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 4.76% | 1 | 12.50% | 1 |  |

|  |       |   |       |   |       |   |       |   |       |   |        |   |  |
|--|-------|---|-------|---|-------|---|-------|---|-------|---|--------|---|--|
| goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.   |       |   |       |   |       |   |       |   |       |   |        |   |  |
| 14. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context.  | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 9.52% | 2 | 0.00%  | 0 |  |
| 15. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.                    | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 9.52% | 2 | 0.00%  | 0 |  |
| 16. The teacher integrates technology effectively and appropriately into instruction.  | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 25.00% | 2 |  |
| 17. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community). | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 7.69% | 1 | 0.00% | 0 | 12.50% | 1 |  |
| 18. The teacher engages in ongoing professional learning and uses evidence to  | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 9.52% | 2 | 0.00%  | 0 |  |

|  |       |   |       |   |       |   |        |    |       |    |       |   |  |
|--|-------|---|-------|---|-------|---|--------|----|-------|----|-------|---|--|
| continually adapt practice to meet the needs of each learner.  |       |   |       |   |       |   |        |    |       |    |       |   |  |
| 19. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.  | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 7.69%  | 1  | 4.76% | 1  | 0.00% | 0 |  |
| 20. The teacher seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 15.38% | 2  | 0.00% | 0  | 0.00% | 0 |  |
| 21. The teacher seeks appropriate leadership roles and opportunities to advance the profession.  | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 15.38% | 2  | 0.00% | 0  | 0.00% | 0 |  |
| Total  | Total | 0 | Total | 0 | Total | 0 | Total  | 13 | Total | 21 | Total | 8 |  |

**Q4 - This survey is designed to measure how well educator preparation programs are preparing teachers for the classroom. Overall, how would you rate the preparedness of the teacher:**

| # | Answer            | %       | Count |
|---|-------------------|---------|-------|
| 1 | Strongly Disagree | 0.00%   | 0     |
| 2 | Disagree          | 0.00%   | 0     |
| 3 | Somewhat Disagree | 0.00%   | 0     |
| 4 | Somewhat agree    | 0.00%   | 0     |
| 5 | Agree             | 100.00% | 2     |
| 6 | Strongly Agree    | 0.00%   | 0     |
|   | Total             | 100%    | 2     |

**Q5 - What are your recommendations for strengthening the teacher's preparation?**

What are your recommendations for strengthening the teacher's preparation?

**Q6 - The teacher received his/her license via:**

| # | Answer  | %       | Count |
|---|---|---------|-------|
| 1 | Traditional Route   | 100.00% | 2     |
| 2 | Alternative Route (State Department of Education Alternative Placement Program) | 0.00%   | 0     |
| 3 | Troops to Teachers  | 0.00%   | 0     |
| 4 | Paraprofessional  | 0.00%   | 0     |
| 5 | Teach for America   | 0.00%   | 0     |
| 6 | ABCTE   | 0.00%   | 0     |
| 7 | Emergency Certification   | 0.00%   | 0     |
|   | Total   | 100%    | 2     |

**Q7 - The teacher received his/her degree at which of the following institutions:**

| # | Answer                  | %       | Count |
|---|-------------------------|---------|-------|
| 1 | Oral Roberts University | 100.00% | 2     |
|   | Total                   | 100%    | 2     |