***MENTOR***

**IDEAL ROE EVALUATIONS, SPRING 2009**

**(Open-ended Responses—67 Surveys completed)**

**“What aspects of mentoring have you appreciated/enjoyed.”**

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| 22 | Getting to know and be a friend to my new teacher |
| 12 | Learning new techniques and strategies from my NT |
| 11 | Reflecting on teaching practice with my NT |
| 8 | The interaction with my NT has been good for my attitude—given me new, fresh perspective |
| 7 | The NT’s conscientiousness and enthusiasm |
| 7 | Helping my NT and being the “go to” person when needed |
| 6 | Watching my NT grow as a teacher |
| 5 | Collaborating with the NT |
| 5 | Helping my NT be feel comfortable and part of our school |
| 3 | Spending time with my NT |
| 3 | Being able to bounce ideas off my NT |
| 3 | Answering my NT’s questions |
| 2 | The structure and organization of my district’s program |
| 2 | Observing and learning from my new teacher |
| 2 | Learning that my years of experience can be helpful to others |
| 2 | Conversation with someone outside my subject area |
| 2 | Making a difference in the NT’s life and career |
| 1 | Showing my NT “inside” new tricks |
| 1 | Reviewing the state standards |
| 1 | Working through a new program for both of us |
| 1 | Seeing what organized, motivated, and caring individuals this district has hired |
| 1 | Helping my NT in areas where I had no help |
| 1 | Developing skills for observation |
| 1 | Collaborating with someone from a different building |
| 1 | Being accountable to another professional helped me |
| 1 | Being reminded of how anxious I was as a NT |
| 1 | Being a resource for classroom management strategies |
| 1 | Honest, open communication with my NT |
| 1 | Sharing our passion for teaching |
| 1 | Sharing food with my NT |
| 1 | A good experience for a future administrative position |
| 1 | Teaching my NT about the “ins” and “outs” of my school |

**37 of 67 said that they would be interested in a Mentor Tune-up workshop**

**“Besides lack of time and money, what aspect of mentoring have you found the most challenging.”**

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| 15 | Scheduling time for interaction and collaboration |
| 10 | No comment |
| 9 | Mentor Paperwork requirements |
| 5 | Helping someone outside my subject area or level |
| 3 | Lack of concern/ interest in mentoring from the administration |
| 3 | Not always having a good or complete answer |
| 3 | Meeting with an NT who was in a different building |
| 3 | Remembering to go over everything that should be covered |
| 2 | Helping with discipline problems when I wasn’t there. |
| 2 | Team planning time |
| 2 | Confusing paperwork requirements |
| 2 | Lack of direction on district expectations |
| 2 | Personality differences with my NT |
| 1 | Organization |
| 1 | Reflecting or new ideas |
| 1 | NT paperwork requirements |
| 1 | Not being able to help my NT with certification requirements |
| 1 | Trying not to be a “helicopter” mentor |
| 1 | No released time for observation |
| 1 | Too much difference between the first and second year stipend |
| 1 | Making sure all the tasks for the first year get done |
| 1 | Finding things to talk about with a NT with experience |
| 1 | Critiquing another teacher knowing that I too have room to improve |
| 1 | Focusing on key goals/issues when there is so much for the NT to learn |
| 1 | Remembering that I could learn from my NT |
| 1 | Checklist completion |
| 1 | Lack of time for NT’s to gather with other NT’s |
| 1 | Inconsistency among mentors |
| 1 | Helping with curriculum |
| 1 | Tedious or seemingly unnecessary tasks that had to be completed |
| 1 | Mentoring a NT who is older than me |
| 1 | Helping my NT work with her team of negative, unprofessional teachers |
| 1 | The many schedule changes at our school |
| 1 | Our mentor handbook could use some tweaking. |
| 1 | Getting experienced teachers to buy into a one-year program |
| 1 | Handling all the questions at the beginning of the year |