

Southwestern Oklahoma State University

2016-2017 Mentor_Administrator_Survey

Q2 - The person completing this survey is:

#	Answer	%	Count
1	Administrator/mentor to a first year teacher	56.25%	9
2	Teacher/Mentor to a first year teacher	43.75%	7
	Total	100%	16

Analysis of data:

Data received from OEQA seems to be incomplete due to percentage values assigned within each category response line. However, assuming the value number values are correct, candidates are rated very highly in the areas of (7) Understanding the central concepts and (6) Creating a positive social environment for collaborative learning. Other areas of strength would include item (2) recognizing patterns of learning vary individually. In all the above noted areas, 100% of raters ranged from somewhat agree to strongly agree.

Areas of concern would include items (15) Understanding and using a variety of instructional strategies, and (14) Planning instruction to support every student. These are fundamental requirements in the teaching/learning process, and does not at all align with the self-ratings reported in the First Year Teacher Survey.

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	6.56%	4	4.41%	6	6.02%	5
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	9.09%	1	0.00%	0	1.64%	1	6.62%	9	4.82%	4
The teacher designs and implements developmentally appropriate and challenging learning experiences.	0.00%	0	0.00%	0	4.76%	1	6.56%	4	4.41%	6	4.82%	4
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	14.29%	3	3.28%	2	3.68%	5	6.02%	5
The teacher works with others to create environments that support individual and	0.00%	0	0.00%	0	0.00%	0	4.92%	3	4.41%	6	7.23%	6

collaborative learning.													
6. The teacher encourages positive social interaction, active engagement in learning, and self motivation.	0.00%	0	0.00%	0	0.00%	0	4.92%	3	4.41%	6	7.23%	6	
7. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	0.00%	0	9.09%	1	0.00%	0	1.64%	1	5.88%	8	6.02%	5	
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	9.84%	6	3.68%	5	4.82%	4	
9. The teacher understands how to connect concepts to each other and to authentic local and global issues.	0.00%	0	0.00%	0	9.52%	2	4.92%	3	5.15%	7	3.61%	3	
10. The teacher knows how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.	0.00%	0	9.09%	1	4.76%	1	3.28%	2	4.41%	6	6.02%	5	
11. The teacher understands and uses multiple methods of assessment to	0.00%	0	9.09%	1	4.76%	1	3.28%	2	4.41%	6	6.02%	5	

engage learners in their own growth and guide learners' decision making.													
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	6.56%	4	6.62%	9	2.41%	2	
13. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.	0.00%	0	9.09%	1	9.52%	2	3.28%	2	6.62%	9	0.00%	0	
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	9.09%	1	9.52%	2	3.28%	2	5.88%	8	2.41%	2	
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	0.00%	0	0.00%	0	9.52%	2	3.28%	2	4.41%	6	4.82%	4	

apply knowledge in meaningful ways.													
16. The teacher integrates technology effectively and appropriately into instruction.	0.00%	0	0.00%	0	4.76%	1	1.64%	1	5.15%	7	7.23%	6	
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	9.09%	1	4.76%	1	8.20%	5	3.68%	5	3.61%	3	
18. The teacher engages in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner.	0.00%	0	9.09%	1	4.76%	1	6.56%	4	2.94%	4	6.02%	5	
19. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.	0.00%	0	9.09%	1	4.76%	1	6.56%	4	3.68%	5	3.61%	3	
20. The teacher seeks appropriate leadership roles and	0.00%	0	9.09%	1	4.76%	1	4.92%	3	5.15%	7	3.61%	3	

opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.												
21. The teacher seeks appropriate leadership roles and opportunities to advance the profession.	0.00%	0	9.09%	1	9.52%	2	4.92%	3	4.41%	6	3.61%	3
Total	Total	0	Total	11	Total	21	Total	61	Total	136	Total	83

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	6.67%	1
3	Somewhat Disagree	0.00%	0
4	Somewhat agree	26.67%	4
5	Agree	53.33%	8
6	Strongly Agree	13.33%	2
	Total	100%	15

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

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

Classroom management is the most important quality any teacher can have. Several of the most recent new teachers have all just wanted to be "friends" with their students.

Ryan needs more time and experience in the classroom. Being certified by use of a non-education major/degree did not offer opportunities to be in the classroom. Continued work/collaboration with a mentor and teachers of the same subjects will increase Ryan's overall effectiveness.

More relevant experience and/or training in communications, interpersonal skills, and child development for secondary level teachers.

More hands on interaction .

Spending as much time as possible in the regular classroom with a well balanced teacher.

Beginning teachers need more training on how to talk and deal with parents during parent teacher conferences and also when a child is having discipline issues or learning problems.

Q6 - The teacher received his/her license via:

#	Answer	%	Count
1	Traditional Route	75.00%	12
2	Alternative Route (State Department of Education Alternative Placement Program)	12.50%	2
3	Troops to Teachers	0.00%	0
4	Paraprofessional	0.00%	0
5	Teach for America	0.00%	0
6	ABCTE	12.50%	2
7	Emergency Certification	0.00%	0
	Total	100%	16

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

#	Answer	%	Count
1	Southwestern Oklahoma State University	100.00%	16
	Total	100%	16