

Mentor Needs Assessment

This document is intended to gather information for the lead mentor and teacher induction coordinators about the needs of the individuals involved in the mentoring program in order to provide needed assistance and training.

School: _____

Name: _____

Please respond to each item below with the letter that most nearly indicates your level of need for assistance and resources in the area addressed by the item.

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|---|--|
| A | <u>Little or no need</u> for assistance in this area |
| B | <u>Some need</u> for assistance in this area |
| C | <u>Moderate need</u> for assistance in this area |
| D | <u>High need</u> for assistance in this area |
| E | <u>Very high need</u> for assistance in this area |

- | | |
|-------|---|
| _____ | 1. Learning more of what is expected of me as a mentor. |
| _____ | 2. Learning more about the induction process for new teachers. |
| _____ | 3. Learning more about the needs of novice teachers. |
| _____ | 4. Learning more about the needs of educators and students in urban settings. |
| _____ | 5. Modeling “best practices” and culturally relevant teaching strategies when instructing my students. |
| _____ | 6. Learning more about the INTASC standards and Tennessee’s Framework for Evaluation and Professional Growth as a means to assess the quality of the novice’s teaching. |
| _____ | 7. Co-teaching with the novice. |
| _____ | 8. Orienting the novice to the evaluation process. |
| _____ | 9. Conducting observations and collecting adequate, accurate observation data and sharing the information with the novice. |
| _____ | 10. Coaching the novice to become a more reflective, skilled instructional problem solver and decision maker. |
| _____ | 11. Coaching the novice to become a more effective instructor through the diagnosis of needs, meaningful feedback, and collaborative goal setting. |
| _____ | 12. Helping the novice acquire effective planning, teaching, and assessment strategies for collective and individual student learning in an urban setting. |

- _____ 13. Assisting the novice in developing a professional development plan for future growth.
- _____ 14. Developing interpersonal and relationship-building skills.
- _____ 15. Providing nonjudgmental listening and emotional support for the novice.
- _____ 16. Balancing my own work and life responsibilities with mentoring the novice.
- _____ 17. Learning more about district and school information that would be helpful to the novice.
- _____ 18. Socializing the novice into the culture of the school and district.
- _____ 19. Orienting the novice to the internal and external expectations of teaching professionals.
- _____ 20. Learning more about my colleagues and other professionals like educators, community leaders, and agency representatives at our school who would be important contacts for the novice to know.
- _____ 21. Acquiring the necessary resources and materials for the novice.
- _____ 22. Learning more about the specific university expectations of novice teachers who are still completing coursework.
- _____ 23. Learning more about what is expected of me as a member of the school mentor team.
- _____ 24. Learning more about the change process and my role as a change agent.
- _____ 25. Using my knowledge of high-performing schools and learning communities to facilitate the professional growth of my colleagues.
- _____ 26. Learning more about collaborative strategies and effective teamwork.

Please note below any additional needs for assistance or resources you have at this time.