

# Survey for Program Improvement (Mentor)

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Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for new teachers in their school activities. Please indicate your opinion about each of the statements below for your teacher candidate.

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		Always	Very Often	Sometimes	Rarely	Never
1	The teacher candidate plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	The teacher candidate delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	The teacher candidate develops and manages a collaborative classroom in which all students have ownership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	The teacher candidate implements effective classroom management strategies and procedures in all school areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	The teacher candidate understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	The teacher candidate uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	The teacher candidate plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of gifted students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	The teacher candidate plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	The teacher candidate plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of English Language Learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	The teacher candidate plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of at-risk students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	The teacher candidate uses technological tools and a variety of communication strategies to build communities that engage learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	The teacher candidate creates experiences to build accurate conceptual understandings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	The teacher candidate creates opportunities for students to learn, practice, and master academic language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	The teacher candidate uses academic language in a way that encourages learners to integrate content areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	The teacher candidate utilizes strategies to create learning environments which engage students in individual and collaborative learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	The teacher candidate creates opportunities for learners to develop diverse social and cultural perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	The teacher candidate engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	The teacher candidate examines data to understand each learner's progress and learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	The teacher candidate engages learners in monitoring their own progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	The teacher candidate develops supports for literacy development across content areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	The teacher candidate develops flexible learning environments that foster discovery, exploration, and expression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	The teacher candidate utilizes a variety of technological resources to support and promote student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	The teacher candidate promote students' responsible use of interactive technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	The teacher candidate uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	The teacher candidate seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	The teacher candidate uses formative and summative data to adjust instruction to enhance learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	The teacher candidate uses a variety of evidence-based practices to differentiate and support learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	The teacher candidate uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29	The teacher candidate aligns instructional goals and activities with state and district performance standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30	The teacher candidate reflects on the strengths and weaknesses of his/her professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31	The teacher candidate seeks professional development opportunities to further develop his/her practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32	The teacher candidate works collaboratively with colleagues and other professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33	The teacher candidate understands, upholds, and follows professional ethics, policies, and legal codes of conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34	The teacher candidate contributes to positive changes in practice and advances the teaching profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>