

## ITL Mentor Surveys- 2018-2020

Directions: Mentors of our initial teacher licensure graduates were asked to "Indicate the degree to which the Ursuline graduate demonstrates the ability to meet the following aspects of teaching" (Criteria based upon the Pathwise Domains) Mentor teacher surveys are only sent if the completer provides us with their mentor's name and email.

Surveys	Sent	Received	%
2018 (2015-2016 completers)	5 of 25	5	100%
2019 (2016-2017 completers)	2 of 21	2	100%
2020* (2017-2018 completers)			

Domain A: Planning for Student Learning Recognizing Student Differences	Year	Strong	Adequate Strong	Adequate	Adequate Weak	Weak
How to design curriculum to meet the needs of all students.	2018	80%	20%	0%	0%	0%
	2019	50%	0%	0%	50%	0%
	2020*					
Using student assessment to plan and Implement future learning experiences	2018	80%	20%	0%	0%	0%
	2019	50%	0%	50%	0%	0%
	2020*					
Understanding child and/or adolescent development.	2018	80%	20%	0%	0%	0%
	2019	50%	50%	0%	0%	0%
	2020*					
Appreciating cultural differences.	2018	100%	0%	0%	0%	0%
	2019	100%	0%	0%	0%	0%
	2020*					
Understanding language/communication differences.	2018	80%	2%	0%	0%	0%
	2019	50%	0%	50%	0%	0%
	2020*					

Domain B: Environment for Student Learning	Year	Strong	Adequate Strong	Adequate	Adequate Weak	Weak
Motivating students to learn.	2018	80%	0%	20%	0%	0%
	2019	50%	0%	0%	50%	0%
	2020*					
Developing skills in the affective domains.	2018	80%	0%	20%	0%	0%
	2019	50%	0%	50%	0%	0%
	2020*					
Adapting the environment for learning.	2018	80%	0%	20%	0%	0%
	2019	100%	0%	0%	0%	0%
	2020*					
Applying behavioral management skills to instruction.	2018	100%	0%	0%	0%	0%
	2019	50%	0%	50%	0%	0%
	2020*					
Applying classroom management skills to instruction.	2018	80%	20%	0%	0%	0%
	2019	50%	0%	50%	0%	0%
	2020*					
Developing a safe learning environment.	2018	100%	0%	0%	0%	0%
	2019	50%	50%	0%	0%	0%
	2020*					

<b>Domain C: Teaching for Student Learning</b>	<b>Year</b>	<b>Strong</b>	<b>Adequate Strong</b>	<b>Adequate</b>	<b>Adequate Weak</b>	<b>Weak</b>
Using effective teaching strategies.	2018	80%	20%	0%	0%	0%
	2019	100%	0%	0%	0%	0%
	2020*					
Using effective methods for teaching learning strategies to students.	2018	80%	20%	0%	0%	0%
	2019	50%	50%	0%	0%	0%
	2020*					
Teaching higher-order thinking (critical and creative).	2018	6%	20%	20%	0%	0%
	2019	100%	0%	0%	0%	0%
	2020*					
Using educational media and technology.	2018	60%	40%	0%	0%	0%
	2019	100%	0%	0%	0%	0%
	2020*					
Assessing student learning.	2018	60%	20%	20%	0%	0%
	2019	50%	50%	0%	0%	0%
	2020*					
Applying knowledge of content in specific content areas.	2018	60%	40%	0%	0%	0%
	2019	50%	50%	0%	0%	0%
	2020*					
Teaching to the instructional level of the student.	2018	60%	20%	20%	0%	0%
	2019	50%	0%	50%	0%	0%
	2020*					
Applying brain research to teaching and learning.	2018	40%	40%	20%	0%	0%
	2019	0%	100%	0%	0%	0%
	2020*					
Aligning teaching/learning with State/District/School standards.	2018	80%	0%	20%	0%	0%
	2019	50%	50%	0%	0%	0%
	2020*					

<b>Domain D: Professionalism</b>	<b>Year</b>	<b>Strong</b>	<b>Adequate Strong</b>	<b>Adequate</b>	<b>Adequate Weak</b>	<b>Weak</b>
Working effectively with parents.	2018	60%	40%	0%	0%	0%
	2019	50%	50%	0%	0%	0%
	2020*					
Working effectively with teacher colleagues.	2018	100%	0%	0%	0%	0%
	2019	100%	0%	0%	0%	0%
	2020*					
Working effectively with other adults, e.g., non-teaching staff or community and agency personnel.	2018	80%	20%	0%	0%	0%
	2019	100%	0%	0%	0%	0%
	2020*					
Understanding the legal, ethical, and professional responsibilities of being a teacher.	2018	80%	20%	0%	0%	0%
	2019	50%	50%	0%	0%	0%
	2020*					

\*2020 Data will be added in November. Spring of 2020 was the coronavirus epidemic where schools went to on-line learning for 6 weeks to two months