Teacher Mentoring Needs Assessment

The Greenbush Teacher Mentor Program is designed to support your professional growth based on your needs.

Please take a moment to complete this required needs assessment so that you can be paired with a mentor who can effectively support your continuous growth through professional development and collaboration.

Name _____ School _____

Please CIRCLE the response for each item that most closely represents the level of support you anticipate needing from your mentor.

	No Support		Some Support		Significant Support
Curriculum, Instruction, and Evaluation	1	2	3	4	5
1. District Curriculum	1	2	3	4	5
2. Grade/Subject area standards for student learning	1	2	3	4	5
3. School/district policies & expectations	1	2	3	4	5
4. Using technology as a tool for learning	1	2	3	4	5
5. Evaluation of teacher performance	1	2	3	4	5
Teaching and Learning					
1. Determining students academic ability	1	2	3	4	5
2. Best practices and teaching strategies	1	2	3	4	5
3. Differentiating instruction for individual differences	1	2	3	4	5
4. Lesson Planning	1	2	3	4	5
5. Planning instructional units	1	2	3	4	5
6. Planning for students with special needs	1	2	3	4	5
7. Effective use of textbooks and curriculum guides	1	2	3	4	5
8. Large group instruction	1	2	3	4	5
9. Small group/pairs instruction	1	2	3	4	5
10. One to one instruction	1	2	3	4	5
11. Creating and administering formative assessments	1	2	3	4	5
12. Creating and administering summative assessments	1	2	3	4	5
13. Understanding teaching/learning styles	1	2	3	4	5
14. Setting appropriate expectations for student achievement	1	2	3	4	5
15. Motivating students	1	2	3	4	5
16. State testing	1	2	3	4	5
17. Grading – going from rubrics to grades	1	2	3	4	5
18. Planning for a substitute teacher	1	2	3	4	5
19. Time management	1	2	3	4	5
20. Using student work/achievement data to inform instruction	1	2	3	4	5
21. Teaching diverse learners	1	2	3	4	5
22. Diagnosing student needs	1	2	3	4	5
23. Giving appropriate feedback	1	2	3	4	5

Classroom Management	No Support		Some Support		Significant Support
1. Student discipline	1	2	3	4	5
2. Behavior management	1	2	3	4	5
3. Preparation time	1	2	3	4	5
4. Managing student work/grading	1	2	3	4	5
5. Organization of the classroom	1	2	3	4	5
6. Organizing/accessing materials, supplies, equipment	1	2	3	4	5
7. Classroom budget/money for supplies	1	2	3	4	5
Relationships					
1. Understanding cultural or ethnic differences	1	2	3	4	5
2. Parent conferencing and communication	1	2	3	4	5
3. Establishing rapport with students and maintaining authority	1	2	3	4	5
4. Establishing rapport with faculty and staff	1	2	3	4	5
5. Establishing rapport with administrators and BOE members	1	2	3	4	5
6. Establishing rapport with content area specialists	1	2	3	4	5
7. Working with a paraprofessional in my classroom	1	2	3	4	5
8. Working as a member of a team	1	2	3	4	5
9. Working with my mentor	1	2	3	4	5
Parents and Community					
1. Establishing positive home contact	1	2	3	4	5
2. Working with parents as partners	1	2	3	4	5
3. Working with parents of special needs students	1	2	3	4	5
4. Back to School Night	1	2	3	4	5
5. Communicating with parents at conferences	1	2	3	4	5
6. Grading and reporting student learning	1	2	3	4	5
Technology					
1. Computers for student use	1	2	3	4	5
2. Computers for teacher use	1	2	3	4	5
3. Computer/iPad carts	1	2	3	4	5
4. On-line lesson plans	1	2	3	4	5
5. Technology integration	1	2	3	4	5
6. Online grading system	1	2	3	4	5
7. Classroom web page	1	2	3	4	5
8. Teacher evaluation repository	1	2	3	4	5
District and School Policies and Procedures					
1. Understanding my legal rights and responsibilities	1	2	3	4	5
2. School and district policy handbooks	1	2	3	4	5
3. Completing administrative paperwork	1	2	3	4	5
4. Obtaining instructional resources and materials	1	2	3	4	5
5. Ordering materials and supplies	1	2	3	4	5
6. Use of school library, media, and technology resources	1	2	3	4	5
7. Obtaining permission for outside professional development	1	2	3	4	5
8. Requesting and using a school vehicle	1	2	3	4	5
9. Requesting leave	1	2	3	4	5