

# A Mentoring Culture

Use this survey to analyze the mentoring culture at your school. It can help you determine to what degree your school prepares for, welcomes, befriends, supports, develops, and retains new teachers and to then plan next steps.

<b>Reflective Questions</b>	<b>My View My Data</b>	<b>My Colleagues' View Their Data</b>
<ul style="list-style-type: none"> <li>● How are new teachers perceived? Are they eagerly anticipated as new resources and a source of energy to the school?</li> <li>● Is there an existing, on-going committee or group that annually plans and coordinates activities and experiences to bring new staff on board?</li> <li>● Do you regularly question new staff regarding their “rookie” or “new kid on the block” experiences in your school in order to ascertain needs and interests to help you plan?</li> <li>● Does the staff at large feel interest in or responsibility for the success of new teachers, or is that to be taken care of only by mentors?</li> <li>● Are there known ways for a veteran teacher to express his or her interest in mentoring or being involved in the school’s induction of new teachers?</li> <li>● In allocating professional development resources, is consideration given to the needs of new teachers and their mentors in meeting the induction requirements?</li> </ul>		

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<ul style="list-style-type: none"> <li>● Are you and other administrators visible and vocal supporters of mentors and new teachers? Are you involved in activities designed to support their relationship and work together?</li> <li>● How do teachers feel about the mentoring role and responsibilities? Do they volunteer or accept your invitation to serve? Do they follow through on commitment?</li> <li>● Are grade-level, departmental, or team meetings structured and conducted to help a new teacher make good use of the time and learn the purpose and value of the meetings?</li> <li>● Are new teachers allowed to settle in, “learn the ropes,” and focus on learning to teach, or do they have multiple committee assignments and extra duties?</li> <li>● When classes are scheduled, is consideration given to providing common planning time for mentors and new teachers?</li> <li>● To what degree do all staff members regularly observe each other teaching and engage in collegial, reflective conversation and instruction?</li> <li>● To what degree is continuous professional development to improve instruction modeled by senior staff?</li> </ul>		