

Building Effective Mentoring Relationships

Mentor Teacher Training: Pre and post self-assessment of the mentoring process

For each item below, circle the response that best reflects your **confidence in your skill level** upon **entering and exiting Module 2**.

Use this scale to rate **YOUR CONFIDENCE IN YOUR ABILITY TO:**

High 5 4 3 2 1 Low

Entering

Exiting

- | | | | |
|-----------|-----|---|-----------|
| 5 4 3 2 1 | 1. | Know the difference between coaching and mentoring. | 5 4 3 2 1 |
| 5 4 3 2 1 | 2. | Identify three characteristics of an effective and ineffective Mentor Teacher. | 5 4 3 2 1 |
| 5 4 3 2 1 | 3. | Identify three characteristics of an effective and ineffective Student Teacher. | 5 4 3 2 1 |
| 5 4 3 2 1 | 4. | Identify benefits to the Mentor Teacher, Student Teacher and the school. | 5 4 3 2 1 |
| 5 4 3 2 1 | 5. | State why mentoring is a learning relationship for both Mentor Teacher and Student Teacher. | 5 4 3 2 1 |
| 5 4 3 2 1 | 6. | Define the four stages of a mentoring relationship. | 5 4 3 2 1 |
| 5 4 3 2 1 | 7. | Identify the main responsibilities of a Mentor Teacher. | 5 4 3 2 1 |
| 5 4 3 2 1 | 8. | Describe the skills a Mentor Teacher needs to build rapport with their Student Teacher. | 5 4 3 2 1 |
| 5 4 3 2 1 | 9. | Illustrate a variety of effective and ineffective questioning techniques. | 5 4 3 2 1 |
| 5 4 3 2 1 | 10. | Demonstrate the difference between providing constructive feedback and simple praise and criticism. | 5 4 3 2 1 |
| 5 4 3 2 1 | 11. | Handle and respond to a conflict situation. | 5 4 3 2 1 |
| 5 4 3 2 1 | 12. | Strengthen the relationship through active listening. | 5 4 3 2 1 |

SCORE
(max: 60)

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