

**Tool:**            **The Mentor Teacher Beliefs Inventory**

**Purpose:**        For mentors, to assess their beliefs about mentoring and professional development.

**Timing:**       Anytime other than when ending a mentoring experience.

*Instructions:* Circle either A or B for each item. You may not completely agree with either choice, but choose the one that is closest to how you feel.

1. A. Mentor teachers should give beginning teachers a large degree of autonomy and initiative within broadly defined limits.  
B. Mentor teachers should give beginning teachers directions about methods that will help them improve their teaching.
2. A. It is important for beginning teachers to set their own goals and objectives for professional growth.  
B. It is important for mentor teachers to help beginning teachers reconcile their personalities and teaching styles with the philosophy and direction of the school.
3. A. Beginning teachers are likely to feel uncomfortable and anxious if their mentors do not tell them what they will be focusing on during classroom observations.  
B. Classroom observations of beginning teachers are meaningless if beginning teachers are not able to define with their mentor teachers the focus of foci of the observation.
4. A. An open, trusting, warm, and personal relationship with beginning teachers is the most important ingredient in mentoring beginning teachers.  
B. A mentor teacher who is too personal with beginning teachers risks being less effective and less respected than a mentor who keeps a certain degree of professional distance from beginning teachers.
5. A. My role during mentoring conferences is to make the interaction positive, to share realistic information, and to help beginning teachers plan their own solutions to problems.  
B. The methods and strategies I use with beginning teachers in a conference are aimed at our reaching agreement over the needs for future improvement.
6. In the initial phase of working with a beginning teacher:  
A. I develop objectives with the teacher(s) that will help accomplish school goals.  
B. I try to identify the talents and goals of individual beginning teachers so they can work on their own improvement.
7. When several beginning teachers have a similar classroom problem, I prefer to:  
A. Have the beginning teachers form an ad hoc group to help them work together to solve the problem.  
B. Help beginning teachers on an individual basis find their strengths, abilities, and resources so that each one finds his or her own solution to the problem.
8. The most important clue that an entry-year workshop is needed occurs when:  
A. The mentor perceives that several beginning teachers lack knowledge or skill in a specific area, which is resulting in low morale, undue stress, and less effective teaching.  
B. Several beginning teachers perceive the need to strengthen their abilities in the same instructional area.

9. A. Practicing mentors should decide the objectives of any entry-year workshops since they have a broad perspective on beginning teachers' abilities and the school's needs.  
B. Mentor teachers and beginning teachers should reach consensus about the objectives of any entry-year workshop.
10. A. Beginning teachers who feel they are growing personally will be more effective than beginning teachers who are not experiencing personal growth.  
B. Beginning teachers should employ teaching methods that have proven successful over the years.
11. When I observe a beginning teacher scolding a student unnecessarily:  
A. I explain, during a post observation conference with the teacher, why the scolding was excessive.  
B. I ask the teacher about the incident, but do not interject my judgments.
- 12.A. One effective way to improve beginning teacher performance is for mentors to formulate clear professional improvement plans for beginning teachers.  
B. Professional improvement plans are helpful to some beginning teachers but stifling to others.
13. During a preobservation conference:  
A. I suggest to the teacher what I could observe, but I let the teacher make the final decision about the objectives and methods of observation.  
B. The teacher and I mutually decide the objectives and methods of observation.
- 14.A. Improvement occurs very slowly if beginning teachers are left on their own, but when a group of beginning teachers and their mentors work together on a specific problem, they learn rapidly and their morale remains high.  
B. Group activities may be enjoyable, but I find that providing individual guidance to a beginning teacher leads to more sustained results.
15. When an entry-year program meeting is scheduled:  
A. All mentor teachers who participated in the decision to hold the meeting should be expected to attend it.  
B. Mentor teachers, regardless of their role in calling for or planning the meeting, should be able to decide if the workshop is relevant to their personal or professional growth and, if not, should not be expected to attend.

Source: Rowley, J. B. (2000). *High-performance mentoring*. Thousand Oaks, CA: Corwin Press. Adapted from Carl Glickman (1985). *Developmental Supervision*.

## Scoring Key

1. Circle your answers to the inventory in the following columns.

Column I	Column II	Column III
1B	1A	
	2B	2A
3A	3B	
4B		4A
	5B	5A
6A		6B
	7A	7B
8A		8B
9A	9B	
10B		10A
11A		11B
12A	12B	
	13B	13A
14B	14A	
	15A	15B

2. Tally the number of circled items in each column and multiply by 6.7.

2.1 (Directive Approach)

Total responses in column I \_\_\_\_\_ X 6.7 = \_\_\_\_\_

2.2 (Collaborative Approach)

Total responses in column II \_\_\_\_\_ X 6.7 = \_\_\_\_\_

2.3 (Nondirective Approach)

Total responses in column III \_\_\_\_\_ X 6.7 = \_\_\_\_\_