



Mentor Performance Evaluation Form Prince of Songkla University

Mentor's name..... Mentee's name.....
 Department.....Faculty.....Date of Evaluation.....

Criteria	4 - Excellent	3 - Good	2 - Average	1 - Poor
1. Availability	The mentor is always available to the new staff. The mentor frequently initiates contact with the new staff. Regular mentor sessions are planned. <input type="checkbox"/>	The mentor is usually available whenever the new staff had concerns. The mentor initiates several contacts with the new staff. <input type="checkbox"/>	The mentor is often available whenever the new staff had concerns. The mentor initiates some contact with the new staff. <input type="checkbox"/>	The mentor is rarely available to meet with the new staff. The mentor initiates no contact with the new staff. <input type="checkbox"/>
2. Problem Solving	The mentor frequently leads the new staff into discovering possible solutions to problems on his or her own through asking questions and making suggestions. <input type="checkbox"/>	The mentor suggests several ideas or possible solutions to the new staff. The mentor occasionally leads the new staff into discovering solutions and answers on his or her own by asking questions of the new staff. <input type="checkbox"/>	The mentor suggests several ideas or possible solutions to the new staff. When asked for advice, the mentor often explains how he or she would handle the situation. <input type="checkbox"/>	When asked for advice, the mentor exclusively tries to solve problems by telling the new staff how he or she would have handled the situation. <input type="checkbox"/>
3. Reflective Questioning	The mentor frequently takes the opportunity to ask reflective questions of the new staff to look at his or her teaching practices with an eye for improvement. <input type="checkbox"/>	The mentor asks questions to clarify the actions of the new staff and occasionally takes the opportunity to ask reflective questions. <input type="checkbox"/>	The mentor asks questions to clarify the actions of the staff but infrequently extended reflection on teaching practices. <input type="checkbox"/>	No attempt is made to have the new staff think about his or her teaching practices. <input type="checkbox"/>

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4. Confidentiality	Topics and discussion from mentoring sessions are not shared with other staff or administration. Classroom observation notes become the sole property of the new staff following reflective conferences. The mentor is sensitive to and closely adheres to the "Firewall" between mentoring and evaluation. <input type="checkbox"/>	Topics and discussion from mentoring sessions are not shared with other staff or administration. Observation notes become the sole property of the new staff following reflective conferences. <input type="checkbox"/>	Topics and discussion from mentoring sessions are not shared with other staff or administration. <input type="checkbox"/>	Topics and discussion from mentoring sessions are shared with other staff or administration inappropriately. <input type="checkbox"/>
5. Feedback	The mentor engages in observing the new staff's classroom on several occasions. The mentor provides positive peer feedback that is specific and evidence based in a timely manner. The feedback is designed to increase the new staff's teaching skills by reinforcing "Best Practices" that are observed. <input type="checkbox"/>	The mentor engages in observing the new staff's classroom at least once each semester. The mentor provides positive feedback that was specific and evidence based in a timely manner. The feedback is designed to increase the new staff's teaching skills by reinforcing "Best Practices" that are observed. <input type="checkbox"/>	Feedback for the new staff is based on information gathered without classroom observation. The mentor provides positive feedback, reinforcing "Best Practices". <input type="checkbox"/>	Feedback to the new staff is not based on classroom observations or contact with the new staff. Feedback consists mostly of the mentor telling how he or she would handle a situation. <input type="checkbox"/>
6. Knowledge of Content	The mentor demonstrates an in depth understanding of content, pedagogy and student standards. The mentor actively interprets how the content can be put into practice in the classroom using effective pedagogy for all students. <input type="checkbox"/>	The mentor demonstrates a solid understanding of content, pedagogy and student standards. The mentor occasionally interprets how the content can be put into practice in the classroom using effective pedagogy. <input type="checkbox"/>	The mentor demonstrates a range of understanding content, pedagogy and student standards. The mentor rarely interprets how the content can be put into practice in the classroom using effective pedagogy, unless asked. <input type="checkbox"/>	The mentor does not demonstrate an understanding of content or pedagogy. The mentor puts no effort into assisting in understanding the subject or structure of the discipline. <input type="checkbox"/>

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7. Showing empathy and sensitivity	The mentor demonstrates an exceptional pattern of positive attitudes relating to mentee by exhibiting empathy and sensitivity toward his/her needs. <input type="checkbox"/>	The mentor demonstrates a satisfactory pattern of positive attitudes about students and displays empathy toward his/her needs <input type="checkbox"/>	The mentor demonstrates a satisfactory pattern of positive attitudes about mentee. <input type="checkbox"/>	The mentor demonstrates a pattern of negative attitudes about mentee and a lack of empathy toward his/her needs <input type="checkbox"/>

Total score =.....

Mentee's Signature.....