

Mentor Survey

Name: _____

Date: _____

1. In what settings are you confident teaching? (circle all that apply)

Private lessons Small groups Larger ensembles Teacher's Assistant

2. In what areas would you like to gain more confidence? (circle all that apply)

Private lessons Small groups Larger ensembles Teacher's Assistant

3. What resources would be helpful to you as part of the teaching process? (circle all that apply)

Lesson planning Classroom management ideas Setting expectations
 Time management Process of teaching a piece String Pedagogy
 Feedback from teachers mentor Feedback from mentees Feedback from fellow

4. Do you feel like you have input within Kids 4 Harmony? Yes Sometimes No

5. Do you view yourself as a positive role model? Yes Sometimes No

6. Do you feel that you have these leadership qualities? (rate on a scale of 1 to 5 with 1 as needing improvement and 5 as being very confident in that quality)

Honesty	1	2	3	4	5
Communication	1	2	3	4	5
Confidence	1	2	3	4	5
Commitment	1	2	3	4	5
Positive Attitude	1	2	3	4	5
Creativity	1	2	3	4	5

Inspiring

1

2

3

4

5

7. What are your goals as a mentor for this year?

8. Do you have any suggestions for ways that our teachers can help you become a better teacher and/or mentor?

In Kids 4 Harmony we are using youth development practices to create a mentoring program. Students of all ages will be participating in the mentoring program at various levels, such as giving private lessons to peers, being a teacher's assistant, leading orchestra sectionals, and being a mentor as a stand partner. Having our students become mentors within our programs will enhance their creativity and confidence, create positive role models, give students ownership over the program, and encourage them to become better musicians and leaders in their community.

We have broken down the various levels of mentoring, starting with the beginning stages. As students add on new levels of mentoring, they will add more teaching skills to their toolbox and gain more social skills.

Mentoring Level	Activities and Teaching Skills	Social Skills
Mentor as a stand partner/participating in orchestra	Pointing to music, helping with posture, leading by example, offering support, demonstrating music they are playing	Self-control, focus, support for your peers, collaborative problem solving
Teaching Assistant	Support lead teacher, fix posture, point to music, help students stay focused, make sure every child is helped	Active listening, effective and positive communication, positive role model
Private Lesson Instructor	Helping students with individual needs, build a stronger relationship with students while staying on task, follow a lesson plan, giving clear directions	Eye contact, listening with understanding and empathy, patience
Teaching Sectionals	Teaching a small group of 4-5 kids, create a lesson plan ahead of time, time management, classroom management, lesson pacing	Resolving conflicts, increased confidence, being assertive, praising others
Teaching Large Ensembles	Teaching a group of 10 or more students, rehearsing multiple parts together, make sure every child in the group is actively engaged	Leadership