

Pre-Observation Worksheet (Mentor's form)

Purpose: To allow the new teacher an opportunity to mentally rehearse and orally describe the upcoming lesson, including the purpose and content, what the new teacher will do and what the students are expected to do and learn.

Mentor and Mentee names: _____ **Date:** _____

Mentor: Your role is to learn about and understand what your mentee has in mind for the lesson by asking probing and clarifying questions. No judgments are made regarding the new teacher's plans. You do not need to record on this page. It is meant as a stimulus for discussion.

Samples:

What standards will be addressed?

What standards are higher priorities?

How will the learning standards be assessed?

What have you done to determine student readiness levels?

How will students be grouped?

What will you do to motivate the student's interest?

What materials will you use to support and enhance interest and learning?

What will students do to demonstrate understanding?

What will you do to minimize student difficulties?

Post-Observation Worksheet (Mentor's form)

Purpose: To provide an opportunity for the new teacher to examine his or her own teaching with an open mind and to tentatively plan for the next lesson.

Mentor and Mentee names: _____ **Date:** _____

Mentor: Your role is to help clarify and build upon the new teacher's understanding of the behaviors and events that occurred in the classroom during observation. (No judgment calls) Once again probing and clarifying questions should guide the discussion.

Samples:

What patterns are evident in the data collected during observation?

What strengths did the teacher exhibit?

Were any techniques especially successful?

Does the beginning teacher have any concerns about the lesson?

Does the beginning teacher believe student behavior contributed to the success or inhibited the success of the lesson?

Which patterns, events and concerns are most important to address?

What will the beginning teacher do differently in the future to improve student achievement or student behavior (e.g. alternative groupings, materials, activities, assessments)?

Pre-Observation Worksheet (Mentee's form)

Purpose: To allow the new teacher an opportunity to mentally rehearse and orally describe the lesson, including the purpose and content, what the new teacher will do and what the students are expected to do and learn.

Mentor and Mentee names: _____ **Date:** _____

New Teacher: Your role is to describe the upcoming lesson providing as much detail as possible. You should be prepared to discuss:

What Standards will be addressed during your lesson?

What standards are higher priorities?

How will the learning standards be assessed?

What have you done to determine student readiness levels?

How will students be grouped?

What will you do to motivate the student's interest?

What materials will you use to support and enhance interest and learning?

What will students do to demonstrate understanding?

What will you do to minimize student difficulties?

What do you want your mentor to record during your observation (e.g., student behaviors, your questioning technique, your movement in the room, student interaction)?

Post-Observation Worksheet (Mentee's form)

Purpose: To provide an opportunity for the new teacher to examine his or her own teaching with an open mind and to tentatively plan for the next lesson.

Mentor and Mentee names: _____ **Date:** _____

New Teacher: Your role is to come to the post observation conference having reflected on the observed lesson. Take a few moments to write your reflections on the following questions.

Were the learning standards adequately addressed during the lesson?

Did the grouping model used add to the achievement and understanding levels of the students? If so, how? If not, how will you change your grouping model to enhance student learning?

What do you feel especially good about in regards to the lesson? Be specific (e.g., student behavior, content and understanding, questioning)?

Were the resources you used adequate for the range of learners in your classroom? If not, how will you address this concern in the future? IF yes, how do you know this is so?

What will you do differently in the future to further enhance students learning?

Classroom Observation Worksheet

Purpose: To provide an accurate record of the events that occurred during the observation. Before observing, the mentor should consider what type of data will be recorded (e.g., teacher questions, student behaviors, movement patterns) and how data will be recorded (e.g., video, audio recording, verbatim transcript, anecdotal notes, checklist).

Mentor and Mentee names: _____ **Date:** _____

Mentor: Your role is to record events during the lesson as accurately as possible for later discussion and reflection.

Observed Learning Standards (s) addressed during this lesson:

What students did to demonstrate knowledge and skills:

Other observations for discussion and reflection: