

## Pre-Observation Notes TEMPLATE

Resident Educator:

Mentor:

Grade Level/Subject Area:

Date:

**Directions:** To set common expectations around planning, strategies, assessment and outcomes, complete the following template for your mentor prior to the mentor's initial formal observation of your teaching.

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| <i>Resident Educator Notes</i>  |
| <i>General description of lesson:</i>   |
| <i>What content standards am I addressing in this lesson?</i>   |
| <i>What instructional practices am I going to use?</i>  |
| <i>How will I differentiate my instruction for the two students targeted in Assessment of Student Learning?</i>   |
| <i>How do I plan to assess my students' learning in this lesson? (Will I need to differentiate the assessment for the targeted students? If so, how?)</i> |
| <i>What will all my students know or be able to do at the end of the lesson?</i>  |



## Observation Notes TEMPLATE

**Purpose:** To provide meaningful feedback through objective notes taken during RE observation

**Directions:** Use the space provided and additional sheets as necessary to record objective observations of the RE's teaching. Refer to supplemental materials in the *Observation Guide* for suggested use.

**Resident Educator:**

**Mentor:**

**Grade Level/Subject Area:**

**Date and Time of Observation:**

**Type of Visit: (circle one)**

*initial observation*

*ongoing observation*

**Post-Observation Conference: A Reflective Conversation**

Resident Educator:

Mentor:

Grade level/Subject Area:

Date:

**Directions:** Mentors should analyze data from *Mentor Observations* to provide the REs specific insights into their instructional practice. Mentors should use the Instructive-Collaborative-Facilitative framework **to guide REs to draw their own conclusions** about the lesson and student outcomes, as well as their own strengths and areas for growth. **Together**, they should use the data to write the RE's and mentor's next steps, keeping in mind the Year One Areas of Focus, the Ohio Standards for the Teaching Profession, Mentor Standards, and the RE's self-assessment and goal setting.

**\*Mentors may use the Collaborative Log or Collaborative Conversation format to plan and document The Post -Observation Reflective Conference**

**Sample Reflective Stems:**

- What was the greatest surprise in the lesson today?
- What was the purpose for the lesson?
- What evidence supports that students understood the purpose of the lesson and the connection between the purpose and their learning?
- What were some of the most effective connections between the lesson purpose and the activities?
- How often did you use **thinking words** (words that invite thought and inquiry)? How often did your students use **thinking words**?
- What Habits of Mind did this lesson encourage or require?
- Did the assessment tasks provide students the opportunity to demonstrate and explain their thinking?
- What were some possible enduring understandings that could emerge from the lesson?
- How will you reinforce those in subsequent lessons?
- Ten years from now, what would you want the students to remember about this lesson?
- Do the students have a clear picture of high quality work?



## Reciprocal Observation

Resident Educator:

Mentor:

Grade level/Subject Area:

Date:

**Purpose:** To provide opportunities for the mentor and the RE to develop a common vocabulary and common continuum of expectations regarding teacher effectiveness.

**Directions:** The mentor and RE will observe and script the same lesson and compare evidence and observations.

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| What was the purpose of the lesson?  |
| What were some possible enduring understandings that could emerge from the lesson?                 |
| How did the activities connect to the lesson purpose?  |
| Discuss two lesson elements that you thought were especially strong. Provide evidence for choices. |
| What feedback will you provide to the teacher?   |



## Exemplary Teacher Observation: Reflective Conversation

Resident Educator:

Mentor:

Date:

Exemplary Teacher Observed:

Grade level/Subject Area:

**Rationale:** *Teachers teaching teachers bring the deepest change in instructional practice and have the greatest impact on increased student achievement.*

**Directions:** The mentor and RE meet to discuss possible classrooms that he/she would like to visit, and the primary focus of the classroom visit (i.e. common content, common grade level, interdisciplinary connections, specific strategy or skill, infusion of rigor and curiosity, etc.). The mentor arranges the observation with the exemplary teacher and sets a time for a follow-up reflective conversation with the RE.

**Reflective Conversation Samples:** RE observations, reflections, and next steps

*The students seemed very committed to classroom protocols. The protocols established a very welcoming, energetic environment where learning was honored. The teacher praised the students for asking good questions and encouraged them by asking "I wonder and what if" questions. The teacher seldom gave the answer to a question... she encouraged students to keep inquiring. I could see that this was a way to really differentiate and to capture the attention of all levels of students. How do I begin establishing this kind of environment? How did you start this? How do I practice and prepare for this kind of teaching?*



The students were working on a pencil -paper performance assessment. They were able to choose from a variety of topics. The students were excited about the work they were doing. The teacher provided specific feedback along the way in the form of supportive personal drop by moments, by asking a key content question in a 5 minute stop, think, and share, and by doing an all class progress "dip stick" check. This was the first time I have seen formative assessment in everyday practice...how does the teacher prepare students for the thinking and the stamina such assessments require? What is the best way to begin thinking about creating multiple kinds of assessments? How can I get the parents involved?

Something I did not see, that I really need to see, is the work behind the work...how does the teacher prepare? How does she prepare the students for class? I noticed that she did not read a script from a teacher guide; what resources did she use? I would like to arrange a conference time with her, ask her for a few beginning steps and then perhaps have her come to observe me and coach me on some of these processes.

What feedback will you provide to the teacher?



**Observations of Exemplary Teacher by Resident Educator**

**Notes TEMPLATE**

**Purpose:** To provide meaningful feedback through objective notes taken during RE observation

**Directions:** Use the space provided and additional sheets as necessary to record objective observations of the RE's teaching. Refer to Resident Educator-1 training materials and supplemental materials in the *Observation of Educators* folder for suggestions as to completion of this tool.

**Resident Educator:**

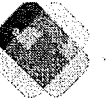
**Educator Being Observed:**

**Grade Level/Subject Area:**

**Date and Time of Observation:**

**Type of Visit:**

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# COLLABORATIVE LOG

Resident Educator:

Mentor:

Grade Level/Subject Area:

Date:

Purpose of today's meeting:

Post Observation Meeting

## Ohio Standards for the Teaching Profession:

- (1) Teachers understand student learning and development and respect the diversity of the students they teach.
- (2) Teachers know and understand the content area for which they have instructional responsibility.
- (3) Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
- (4) Teachers plan and deliver effective instruction that advances the learning of each individual student.
- (5) Teachers create learning environments that promote high levels of learning and achievement for all students.
- (6) Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
- (7) Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

| WHAT'S WORKING                 | CURRENT FOCUS, CHALLENGES, CONCERNS |
|--------------------------------|-------------------------------------|
| RESIDENT EDUCATOR'S NEXT STEPS | MENTOR'S NEXT STEPS                 |

Next meeting date:

Focus: