



# Mentor Observation Protocol

USBE Board Rule 277-308 states that mentor observation and feedback should begin early in the program for each educator. Mentor observations are not evaluative, but designed to be a support to provisional educators.

## PRE OBSERVATION

<u>Procedure</u>	<u>Pre Observation Conversation Stems</u>
<ul style="list-style-type: none"> <li>● Set a time to meet with your provisional educator.</li> <li>● Have the provisional educator share their concerns and what they would like the observation goal to focus on.</li> <li>● Set a date and time for the observation.</li> <li>● If a physical observation is not possible, a recording is another option. It may be advantageous to do a recording so the educator can see as well.</li> <li>● Based on the goal, select a data collection tool.</li> </ul>	<ul style="list-style-type: none"> <li>● It sounds like you are concerned about...</li> <li>● Would you tell me a little more about...</li> <li>● What do you already know about...?</li> <li>● What are your questions about...?</li> <li>● What part of ... would you like to focus on first?</li> <li>● How would you describe the use of ... in the class?</li> <li>● Would it be advantageous to record the lesson?</li> </ul>

## OBSERVATION

<u>Procedure</u>	<u>Data Collection Tools</u>
<ul style="list-style-type: none"> <li>● Mentors should plan to observe their provisional educator for at least 20 minutes.</li> <li>● Prepare selected observation form.</li> <li>● Only collect data you observe. You may want to script what is said and what is going on in the classroom.</li> <li>● Keep feelings and opinions out of your data.</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Data Gathering Toolkit</a> from Jim Knight</li> </ul> <p style="text-align: center;"><u>Data Analysis</u></p> <ul style="list-style-type: none"> <li>● What does the data show?</li> <li>● What questions can you ask based on the data?</li> </ul>

## POST OBSERVATION REFLECTION

<p style="text-align: center;"><u>Procedure</u></p> <ul style="list-style-type: none"><li>● Schedule a meeting as soon as you can after the observation.</li><li>● Analyze the data together.</li></ul> <p style="text-align: center;"><u>Feedback</u></p> <p>When providing feedback:</p> <ul style="list-style-type: none"><li>● Avoid voicing opinions, such as:<ul style="list-style-type: none"><li>○ I love that you.....</li><li>○ You did a good job of ....</li><li>○ Nice job on.....</li></ul></li><li>● Instead, use feedback based on data, such as:<ul style="list-style-type: none"><li>○ I observed that.....</li><li>○ As you were teaching ....</li><li>○ The data shows.....</li></ul></li></ul>	<p style="text-align: center;"><u>Post Observation Conversation Stems</u></p> <ul style="list-style-type: none"><li>● What are your thoughts about the data?</li><li>● What went well?</li><li>● Why do you think ... was effective?</li><li>● We were watching for ... did you see it?</li><li>● What were the students doing?</li><li>● What are you already doing that is moving you closer to your goals?</li><li>● What do you still need to do to accomplish those goals?</li><li>● What are your next steps?</li></ul>
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## GOAL SETTING

<p style="text-align: center;"><u>Procedure</u></p> <ul style="list-style-type: none"><li>● Goals should be set by the provisional educator and supported by the mentor.</li><li>● Work with the educator to set at least one PEERS goal:<ul style="list-style-type: none"><li>○ <b>P: Powerful:</b> Makes a big difference in children's lives.</li><li>○ <b>E: Easy:</b> Simple, clear, and easy to understand.</li><li>○ <b>E: Emotionally Compelling:</b> Matters a lot to the educator.</li><li>○ <b>R: Reachable:</b> Identifies a measurable outcome and strategy.</li><li>○ <b>S: Student-Focused:</b> Addresses a student achievement, behavior, or attitude outcome</li></ul></li><li>● Set up a time for future collaboration.</li></ul>	<p style="text-align: center;"><u>Goals Setting Resources</u></p> <ul style="list-style-type: none"><li>● <a href="#">PEERS Goals Checklist</a></li></ul>
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