

Probationary Teacher Pre-Observation Protocol

Purpose

The pre-observation protocol is an opportunity to discuss the observation process and for a teacher to share evidence of lesson and unit planning and how student data is used to inform lesson design. ***Stage One:** The pre-observation conference is an important first step in the cycle and an effective way to build trust and increase collaboration between mentors and mentees. This conference provides you with the opportunity to ask specific questions about the lesson, the teaching strategies selected, the assessment methods, the materials chosen or developed, the classroom management techniques, and the relationship of this lesson to the previous and subsequent lessons.

Preparing for the Conversation

Mentor will...

- Review the lesson plan and any other documentation that is submitted by the teacher
- Review the pre-observation questions and make note of any clarifying questions to ask the teacher.

Teacher will:

- Review pre-observation questions. This can include collecting documents that are applicable to the observation.
- Review professional goal(s) and identify standards of focus for the conversation or the observation.

During the Conversation

Mentor will...

- Ask questions and take notes on the conversation.
- Collaboratively identify and document specific standards of focus for the observation.

Teacher will...

- Share responses to the questions and share documents, if any.
- Collaboratively identify and document specific standards of focus for the observation.

After completion of the pre-observation interview, both mentee and mentor should sign the form.

After the Conversation

***Stage Two:** Follow the pre-observation conference by observing the lesson discussed, using the observation instrument selected in the conference to collect data. Be sure to take short, objective, and descriptive notes of the performance. If possible, incorporate videotaping: this is a strong tool for improving performance. It allows the mentor and the mentee to review the lesson and stop the video at various points to reinforce strengths and address problem areas in the lesson.

***Please refer to Article Summary from Mentor Modules: Coaching Cycle and Approaches regarding more information about the stages.**

Pre-Observation Conversation Guideline

Teacher Name: _____

Mentor Name: _____

Grade to be observed:	Subject/lesson to be observed:
Date of conference:	Time of conference:
Date of observation:	Time of observation:

During the conference, the teacher and mentor will discuss the questions and share any relevant evidence.

1. What is the objective of the lesson? What will students know and be able to do by the end of the lesson?
2. Describe how you planned instruction to address the content standards and how you will deliver instruction to students.
3. Briefly describe the varied learning needs of students in your class and how you planned to meet their needs. What activities will you include to engage all students in the content?
4. How will you assess whether students have learned the content standards addressed in this unit of instruction?
5. Based on previous observations and professional goals, is there something the observer should pay particular attention to during the observation?
6. Is there any additional information you would like to provide that will help the observer understand your classroom or instruction? Is there anything else you would like to discuss before the observation?

Signing below indicates that the pre-observation meeting took place. A signed copy should be provided to the teacher.

Mentor Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

*This form is not submitted to the PLCSS.