



OBSERVATION SCHEDULE

FOR AN EFFECTIVE MENTORING PROGRAM

THE POWER OF OBSERVATION

Observation is a powerful tool that can be helpful in providing supports to novice teachers. Mentors observing novices can assist in identifying strengths and areas of growth. Novices observing mentors and master teachers can provide insights into instructional strategies and practices.

The schedule listed below provides a sample outline of topics for monthly observations. Please Check

Month	PD Topic	High Leverage Practices (HLP)/ Professional Growth Standards (PGS)	Who is Observing?	Who is Being Observed?
ONE	Starting Strong with Classroom Systems	HLP 7: Establish a consistent, organized, and respectful learning environment PGS 6: Manages classroom space, time, and resources (<i>including technology when appropriate</i>) effectively for student learning	Mentee	A fellow teacher who has mastered HLP 7/PGS 6
			Mentor	Mentee
TWO	Planning for Maximum Engagement	HLP 18: Use strategies to promote active student engagement PGS 5: Manages a learning-focused classroom community	<input type="checkbox"/> Mentee	A fellow teacher who has mastered HLP 18/PGS 5
			<input type="checkbox"/> Mentor	Mentee
THREE	Observation, Collaboration, and Feedback	HLP 1: Collaborate with professionals to increase student success PGS 8: Engages in professional learning	Mentee	A fellow teacher who has mastered HLP 1 /PGS 8
			Mentor	Mentee
FOUR	Managing Instructional Time and Data	HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strength and needs PGS 3: Assists students in taking responsibility for learning and monitors student learning	<input type="checkbox"/> Mentee	A fellow teacher who has mastered HLP 4/PGS 3
			<input type="checkbox"/> Mentor	Mentee





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FIVE	Design and Deliver Effective Instruction	HLP 12: Systematically design instruction towards learning goals PGS 1: Lessons are aligned to standards and represent a coherent sequence of learning	Mentee	A fellow teacher who has mastered HLP 12/PGS 1
			Mentor	Mentee
SIX	Addressing Students' Emotional Needs	HLP 7: Establish a consistent, organized and respectful learning environment PGS 7: Creates and maintains a classroom of respect for all students	<input type="checkbox"/> Mentee	A fellow teacher who has mastered HLP 7/PGS 7
			<input type="checkbox"/> Mentor	Mentee
SEVEN	Ensuring Access for Diverse Learners	HLP 8: Provide positive and constructive feedback to guide student's learning and behavior PGS 2: Lessons have high levels of learning for all students	Mentee	A fellow teacher who has mastered HLP 8/PGS 2
			Mentor	Mentee
EIGHT	Understanding the Student Support Framework	HLP 2: Organize and facilitate effective meetings with professionals and families HLP 11: Identify and prioritize long- and short-term learning goals PGS 9: Collaborate with families/ guardians and professionals	<input type="checkbox"/> Mentee	A fellow teacher who has mastered HLP 2 & HLP 11/PGS 9
			<input type="checkbox"/> Mentor	Mentee
NINE	Measuring and Supporting Student Learning	HLP 15: Provide scaffolded supports PGS 2: Lessons have high levels of learning for all students	Mentee	A fellow teacher who has mastered HLP 15/PGS 2
			Mentor	Mentee

