

Tool 1: Plan

Key Components to Discuss	Guiding Question(s)	Notes
Observation day and time	<ul style="list-style-type: none"> Where and when will the observation take place? 	
Observation/classroom logistics	<ul style="list-style-type: none"> How long will the observation last? Where is the best place for the mentor to sit? What kinds of interaction between mentor and students are okay? Is there anything the mentor needs to know about the classroom and/or students? 	
Instructional goal of lesson	<ul style="list-style-type: none"> What is the instructional goal of the lesson? What standard(s) does it align to? Why does the mentee want students to meet this goal? 	
Focus of observation	<ul style="list-style-type: none"> What is the focus of the observation? (E.g., classroom management, questioning, student discourse) What does the mentee hope to gain as a result of being observed? 	
Student work and data to collect	<ul style="list-style-type: none"> What will students be working on during the lesson? What work can be collected and discussed during the debrief? What, if any, data will be generated in the lesson? 	
Confidentiality	<ul style="list-style-type: none"> What needs to be kept confidential between the mentor and mentee to enable authentic growth? 	
Debrief conversation day and time	<ul style="list-style-type: none"> Where and when will the debrief conversation take place? 	

Tool 2: Observe

Focus of Observation:		
“Look-Fors” What does strong teaching for the focus area look like?	Teacher Behaviors	Student Behaviors

Tool 3: Analyze

<p>Strengths: What was effective about the lesson in regards to the focus area? In which “look fors” did the observee excel? What specific actions did the observee take that enabled them to be successful in the focus area? What specifically were the students able to do as a result of those actions?</p>	<p>Areas for Growth: What was ineffective about the lesson in regards to the focus area? Which “look fors” is the observee trying and on the verge of doing? Which “look fors” is the observee ready to try next? Where are there areas of missed opportunity?</p>	<p>Prioritize One Area for Growth: In your opinion, which area for growth could have the biggest impact on the observee and their students? What might you recommend the observee change or modify in their focus area based on your observation? What big takeaway do you hope the observee gains as a result of the debrief conversation?</p>
<p>1.</p>	<p>1.</p>	
<p>2.</p>	<p>2.</p>	
<p>3.</p>	<p>3.</p>	

Tool 4: Feedback

Suggested Guiding Questions for Discussion	Planning Notes (observer completes prior to debrief)	Debrief Meeting Notes
Primary Questions		
Your focus area was _____. How do you think the lesson went with [your focus area]?		
What are you noticing about [your focus area]?		
What is important to you about [action observee took in focus area]?		
Feedback Questions		
You said your instructional goal for your students was [goal]. How well do you feel they accomplished it?		
What is the student work/data showing about their progress to this goal?		
In what ways did the lesson go as you had planned?		
In what ways did things happen that you did not expect?		
What other ways are there to try [action observee took in focus area]?		
Feedback on Prioritized Area of Growth		
You _____ and the impact of that is _____. I suggest you _____.		
Closing Questions		
What can you change before you try this again?		
What can you learn before you try this again? How might you approach learning it?		
Are there ways you think I can be helpful to you with your learning?		

