

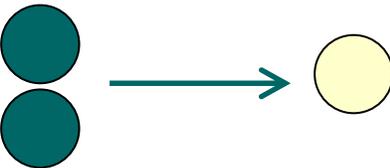
MENTORING MOMENTS: CLASSROOM OBSERVATION AND DEBRIEFING FOR NTIP TEACHERS & MENTORS

Learning Together – Examples of Classroom Observation and Debriefing

As highlighted in the [December 2011 Mentoring Moments](#), Classroom Observation and Debriefing represents a powerful model of personalized learning.

Below are some “illustrative examples” of how the process can work, along with some ideas to consider as board NTIP teams seek to provide authentic learning experiences for both the beginning teachers and mentors they support.

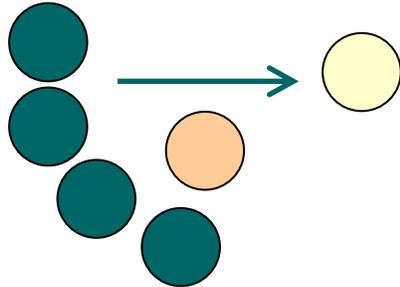


Example	Considerations
<p>Beginning Teacher observes Mentor</p> 	<ul style="list-style-type: none"> ■ If mentors and beginning teachers work in the same school, this model allows for both informal and formal observation and debriefing opportunities ■ If a mentor teaches the same students as the beginning teacher, this model can be powerful as it enables the beginning teacher to observe their own students in a different learning context ■ This model can be a great “leveller” as it reinforces for beginning teachers that mentors are teaching colleagues who may also be experiencing challenges in their own classrooms
<p>Mentor observes Beginning Teacher</p> 	<ul style="list-style-type: none"> ■ A beginning teacher may feel anxious about “opening up” their classroom to a mentor – underscoring both the importance of building relational trust and of emphasizing that the role of mentors is supportive and not evaluative ■ When debriefing, it is essential to construct non-evaluative feedback so that the beginning teacher does not feel judged ■ Scaling questions are a practical example of a non-evaluative tool that could be used by mentors to guide the debriefing conversation (see February 2012 Mentoring Moments)
<p>Beginning Teacher and Mentor observe another Teacher together</p> 	<ul style="list-style-type: none"> ■ By observing another teacher’s classroom together a “3rd point” is created outside of the classrooms of either the beginning teacher or mentor ■ This model can alleviate anxiety as the beginning teacher and mentor are working in collaboration to observe together and bring back tools and ideas they can each apply in their own contexts ■ Releasing the host or demonstration teacher for debriefing and action planning is a key component of this model as it provides an opportunity for reflection and growth for all participants

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Beginning Teachers & Mentors observe another Teacher accompanied by a “Guide”



- In this model the guide (e.g., instructional coach / consultant) supports the visit to a demonstration classroom with a small group of beginning teachers and mentors (e.g. 4 – 6)
- Having a visit guide takes “pressure” off the demonstration teacher as the guide facilitates both the focused observation and the debriefing conversations
- The visit guide often brings subject or grade level expertise and (along with mentors) can assist with action planning, follow up and fostering connections to other teachers within the board who are teaching in a similar assignment

Core Elements of the Learning Experience

The following core elements are integral to ensuring the classroom observation learning experience is meaningful for all participants.

ORIENTATION

- An opportunity for beginning teachers to share specific learning goals for the observation with the teacher being observed and/or visit guide

OBSERVATION

- Focused observation of teaching and learning in the actual classroom over a sustained period of time (e.g. a full morning)

DEBRIEFING

- An opportunity for beginning teachers and mentors to reflect on the classroom experience, ask questions, and share ideas with each other and the demonstration teacher, and/or the visit guide (if applicable)

ACTION PLANNING

- A structured so what / now what action planning process for applying the learning to each participants’ specific teaching contexts

FOLLOW UP

- Direct assistance for beginning teachers from mentors and/or the visit guide to support the implementation of new ideas and strategies back in their classrooms



Looking for more practical ideas about making classroom observation and debriefing meaningful? Visit our Mentoring Moments Ning at: <http://mentoringmoments.ning.com/forum> for a “Strategy Harvest” of ideas and tools shared during our Feb 19 Adobe Connect professional learning session for NTIP board teams.