

Mentoring and Induction Observation Form

Mentor's name _____ New Teacher's name: _____

OR

New Teacher's name _____ Teacher being observed: _____

Date of observation: _____ Total length of observation: _____

1 Supporting District Achievement Goals	2 Content Knowledge	3 Planning for Instruction	4 Delivery of Instruction
<ul style="list-style-type: none"> a. Provides evidence of student learning to students, families, and staff. b. Implements strategies supporting student, building, and district goals. c. Uses student performance data as a guide for decision making. d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student. e. Creates an environment of mutual respect, rapport, and fairness. f. Participates in and contributes to a school culture that focuses on improved student learning. g. Communicates with students, families, colleagues 	<ul style="list-style-type: none"> a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. c. Relates ideas and information within and across content areas. d. Understands and uses instructional strategies that are appropriate to the content area. 	<ul style="list-style-type: none"> a. Uses student achievement data, local standards, and the district curriculum in planning for instruction. b. Sets and communicates high expectations for social, behavioral, and academic success of all students. c. Uses student's developmental needs, backgrounds, and interests in planning for instruction. d. Selects strategies to engage all students in learning. e. Uses available resources, including technologies, in the development and sequencing of instruction. 	<ul style="list-style-type: none"> a. Aligns classroom instruction with local standards and district curriculum. b. Uses research-based instructional strategies that address the full range of cognitive levels. c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. e. Connects students' prior knowledge, life experiences, and interests in the instructional process. f. Uses available resources, including technologies, in the delivery of instruction.
5 Monitoring Student Learning	6 Classroom Management	7 Professional Growth	8 Professional Responsibilities
<ul style="list-style-type: none"> a. Aligns classroom assessment with instruction b. Communicates assessment criteria and standards to all students and parents. c. Understands and uses the results of multiple assessments to guide planning and instruction. d. Guides students in goal setting and assessing their own learning. e. Provides substantive, timely, and constructive feedback to students and parents. f. Works with other staff and building and district leadership in analysis of student progress. 	<ul style="list-style-type: none"> a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. b. Establishes, communicates, models, and maintains standards of responsible student behavior. c. Develops and implements classroom procedures and routines that support high expectations for student learning. d. Uses instructional time effectively to maximize student achievement. e. Creates a safe and purposeful learning environment. 	<ul style="list-style-type: none"> a. Demonstrates habits and skills of continuous inquiry and learning. b. Works collaboratively to improve professional practice and student learning. c. Applies research, knowledge, and skills from professional development opportunities to improve practice. d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa Teaching Standards and district/building student achievement goals. 	<ul style="list-style-type: none"> a. Adheres to board policies, district procedures, and contractual obligations. b. Demonstrates professional and ethical conduct as defined by state law and district policy. c. Contributes to efforts to achieve district and building goals. d. Demonstrates an understanding of and respect for all learners and staff. e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Standard	Brief Description of Observable Actions	Number of Minutes/times observed
1: Supporting District Achievement Goals		
2: Content Knowledge		
3: Planning for Instruction		
4: Delivery of Instruction		
5: Monitoring Student Learning		
6: Classroom Management		
7: Professional Growth		
8: Professional Responsibilities		

Observations beyond Standards

My Thoughts-

My Plans-

My Questions-