

## Article Summary from Mentor Modules: Coaching Cycle and Approaches

### Sausen, Julie (2012). Mentor and coach data gathering.

#### Retrieved from

[http://www.phschool.com/eteach/professional\\_development/mentor\\_coach\\_data\\_gathering/essay.html](http://www.phschool.com/eteach/professional_development/mentor_coach_data_gathering/essay.html)

The keys to a successful observation that can lead to professional growth are the data gathered during the observation and the analysis of that data.

Collecting appropriate data that **match** the observation elements set in the pre-observation planning conference is important for the beginning teacher.

These data are used to determine which instructional strategies are going well and what improvements can be made in the beginning teacher's practice. If data collected is not focused on what was determined in the pre-observation planning conference, then it becomes irrelevant to the beginning teacher.

### Ten Data Gathering Techniques

#### Scripting

Scripting involves taking notes that represent a script of classroom interactions. Mentors sit in a location in the classroom that provides them with a good view of the students and the teacher and write down what they hear

#### Anecdotal Record

The anecdotal record is a form of scripting that allows the observer to note events that occur at particular times during the lesson and includes a place for comments so that interpretations might be captured and set aside for later discussion with the mentee

#### Free Writing

This concept does not attempt to capture specific statements and observations, but rather describes on a paragraph format the overall sequence of events

#### Focused Scripting

In focused scripting, the mentor looks for evidence in classroom interactions that support the language and expectations defined in the pre-conference

#### Visual/Auditory Evidence

Mentors write down what they saw, what they heard, and, if they wish, what they thought

#### Proximity Analysis

The goal is to capture the teacher's movement in the classroom, indicated by an arrow and/or line. The mentor can include an indicator of where the teacher stops during the lesson by numbering the stops, or perhaps by noting the time for each pause in teacher movement

#### Verbal Flow

Looking at the verbal flow in the classroom allows mentors to gather evidence of the way teachers and students engage in conversation during the lesson. This is an especially useful tool to use for class discussion, when mentees are working to involve all students in the conversation

#### Numeric Data

This data can be used when mentees use a word or phrase that could distract student learning. The mentor would count the number of times that word or phrase is spoken in a particular lesson. This method can also be used to track teacher or student behavior.

#### Videotaping and Audiotaping

This type of data recording should be looked at by both the mentor and mentee because it may overwhelm some beginning teachers

#### Portfolio

The use of a portfolio to document classroom plans, creative units, and classroom management plans can be a very helpful way for beginning teachers to organize this evidence

After the data are collected, the next step in the data-gathering process is data analysis, and it is the mentor's or coach's responsibility to collect and analyze the data **before** the post-observation reflection conference.

The analysis of the data paints a non-judgmental, factual picture of the teaching accomplished during an observed lesson. The analyzed data provides the new teacher with evidence to show strengths in teaching practices.

Analyzed data is **the nonjudgmental, nonthreatening** evidence needed to determine areas for improvement, which is where the professional growth journey begins. The data also provides the foundation that the beginning teacher needs to develop new goals related to practice.