**Mentor Site Visits**

**Mentor Notes**

**Dates:**

**School:**

**Mentor’s Name:**

**Principal’s Name:**

The Mentor will keep notes from each of the scheduled activities and record comments in the PLA Project Management Tool. The Mentor will note in the Tool areas the Principal might improve. The Principal will enter an Action Plan in the Tool in response to the Mentor’s suggestions and will record progress in implementing the Action Plan.

Schedule

1. Initial Meeting with the Principal (1 hour)
2. Meeting with the Leadership Team (1 hour)
3. Classroom Observations (4 hours)
4. Meeting with Group of Parents (1 hour)
5. Meeting with Group of Teachers (1 hour)
6. Meeting with Community Members, Tribal Council, Board Members, Etc. (1 hour)
7. Closing Meeting with Principal (1 hour)

**Agenda for Initial Meeting with the Principal**

Discussion Topics

1. Background on the school, its students, the faculty, key programs
2. Membership of Leadership Team, when it meets, how often, how it is conducted
3. Who is the Native Star Process Manager?
4. How do the Principal and Process Manager prepare for meetings? How are minutes recorded?
5. How is the Leadership Team’s work recorded?
6. Progress with the Rapid Improvement Leader Plan
7. Progress with Project 1: Engaging People: Culture and Language
8. Progress with Project 2: Common Core (or substitute topic)
9. PLA successes to date
10. PLA challenges to date
11. What is the school’s greatest strength?

**Agenda for Meeting with the Leadership Team**

Discussion Topics

1. Introduction of Mentor and Leadership Team members
2. Explanation of the Principal Leadership Academy by Mentor
3. How does the Leadership Team usually conduct its meetings?
4. How is the Leadership Team’s work communicated to faculty and staff? Parents? Tribal council? School board?
5. How well does the Leadership Team operate in a “culture of candor”?
6. Which Native Star indicators are currently the focus of the Leadership Team’s work?
7. Leadership Team’s recent successes
8. Leadership Team’s challenges
9. What is the school’s greatest strength?

**Agenda for Meeting with Group of Parents**

Discussion Topics

1. Introduction of Mentor and parents
2. Explanation of the Principal Leadership Academy by Mentor
3. How are parents involved in the school?
4. How are parents helped by the school to support their children’s learning?
5. How familiar are the parents with the Leadership Team and its purpose?
6. Do parents have access to the Guest Login to view the Leadership Team’s work in Native Star?
7. What advice would the parents offer the Principal to achieve rapid improvement in the school?
8. What help might parents provide the Principal?
9. What is the school’s greatest strength?

**Agenda for Meeting with Teachers**

Discussion Topics

1. Introduction of Mentor and teachers
2. Explanation of the Principal Leadership Academy by Mentor
3. How are teachers organized as teams for instructional planning?
4. How often do Instructional Teams meet, for how long?
5. What is expected of the Instructional Teams? What work products do they produce?
6. How are teachers helped to build their skills?
7. How familiar are the teachers with the Leadership Team and its purpose?
8. Do teachers have access to the Guest Login to view the Leadership Team’s work in Native Star?
9. What advice would the teachers offer the Principal to achieve rapid improvement in the school?
10. What help might the teachers provide the Principal?
11. What is the school’s greatest strength?

**Meeting with Community Members, Tribal Council, Board Members**

Discussion Topics

1. Introduction of Mentor and meeting participants
2. Explanation of the Principal Leadership Academy by Mentor
3. How familiar are the meeting participants with the Leadership Team and its purpose?
4. Do the meeting participants have access to the Guest Login to view the Leadership Team’s work in Native Star?
5. How are the meeting participants informed of the school’s activities and progress?
6. What advice would the meeting participants offer the Principal to achieve rapid improvement in the school?
7. What help might the meeting participants provide the Principal?
8. What is the school’s greatest strength?

**Closing Meeting with Principal**

Discussion Topics

1. What has the Principal learned from the Site Visit?
2. What help might the Mentor provide the Principal with the Principal Leadership Academy and in achieving rapid improvement in the school?
3. What suggestions does the Mentor have for the Principal?

**Classroom Observations**

The Mentor will visit each classroom for 20 to 30 minutes, visiting as many classrooms as the schedule allows (totaling about 4 hours of observation). In entering comments about the classroom observations in the Project Management Tool, the Mentor should generalize the comments rather than identify specific teachers. What were the prevalent patterns of practice? To what extent was instruction consistently of high quality, across the several classrooms observed?

In each observation, the Mentor will note the following:

1. Which instructional modes were used by the teacher? (Whole-class, teacher-directed small group, student-directed small group, independent work, computer-based learning.)
2. Were students engaged in the learning?
3. Were students orderly? Did they understand and follow classroom procedures and rules?
4. What was the nature of teacher-student interaction?
5. Did the teacher seem to work from a well-developed plan?
6. Was instruction directed toward standards?
7. Was the classroom well-decorated and conducive to learning?

**See following pages for notes for each teacher.**

**Teacher 1**

**Grade Level: Subject:**

1. Which instructional modes were used by the teacher? (circle all that apply)
   1. whole-class,
   2. teacher-directed small group,
   3. student-directed small group,
   4. independent work,
   5. computer-based learning.
2. Were students engaged in the learning? YES NO
3. Were students orderly? Did they understand and follow classroom procedures and rules?

YES NO

1. What was the nature of teacher-student interaction?
2. Did the teacher seem to work from a well-developed plan? YES NO
3. Was instruction directed toward standards? YES NO
4. Was the classroom well-decorated and conducive to learning? YES NO
5. Other observations:

**Teacher 2**

**Grade Level: Subject:**

1. Which instructional modes were used by the teacher? (circle all that apply)
   1. whole-class,
   2. teacher-directed small group,
   3. student-directed small group,
   4. independent work,
   5. computer-based learning.
2. Were students engaged in the learning? YES NO
3. Were students orderly? Did they understand and follow classroom procedures and rules?

YES NO

1. What was the nature of teacher-student interaction?
2. Did the teacher seem to work from a well-developed plan? YES NO
3. Was instruction directed toward standards? YES NO
4. Was the classroom well-decorated and conducive to learning? YES NO
5. Other observations:

**Teacher 3**

**Grade Level: Subject:**

1. Which instructional modes were used by the teacher? (circle all that apply)
   1. whole-class,
   2. teacher-directed small group,
   3. student-directed small group,
   4. independent work,
   5. computer-based learning.
2. Were students engaged in the learning? YES NO
3. Were students orderly? Did they understand and follow classroom procedures and rules?

YES NO

1. What was the nature of teacher-student interaction?
2. Did the teacher seem to work from a well-developed plan? YES NO
3. Was instruction directed toward standards? YES NO
4. Was the classroom well-decorated and conducive to learning? YES NO
5. Other observations:

**Teacher 4**

**Grade Level: Subject:**

1. Which instructional modes were used by the teacher? (circle all that apply)
   1. whole-class,
   2. teacher-directed small group,
   3. student-directed small group,
   4. independent work,
   5. computer-based learning.
2. Were students engaged in the learning? YES NO
3. Were students orderly? Did they understand and follow classroom procedures and rules?

YES NO

1. What was the nature of teacher-student interaction?
2. Did the teacher seem to work from a well-developed plan? YES NO
3. Was instruction directed toward standards? YES NO
4. Was the classroom well-decorated and conducive to learning? YES NO
5. Other observations:

**Teacher 5**

**Grade Level: Subject:**

1. Which instructional modes were used by the teacher? (circle all that apply)
   1. whole-class,
   2. teacher-directed small group,
   3. student-directed small group,
   4. independent work,
   5. computer-based learning.
2. Were students engaged in the learning? YES NO
3. Were students orderly? Did they understand and follow classroom procedures and rules?

YES NO

1. What was the nature of teacher-student interaction?
2. Did the teacher seem to work from a well-developed plan? YES NO
3. Was instruction directed toward standards? YES NO
4. Was the classroom well-decorated and conducive to learning? YES NO
5. Other observations:

**Teacher 6**

**Grade Level: Subject:**

1. Which instructional modes were used by the teacher? (circle all that apply)
   1. whole-class,
   2. teacher-directed small group,
   3. student-directed small group,
   4. independent work,
   5. computer-based learning.
2. Were students engaged in the learning? YES NO
3. Were students orderly? Did they understand and follow classroom procedures and rules?

YES NO

1. What was the nature of teacher-student interaction?
2. Did the teacher seem to work from a well-developed plan? YES NO
3. Was instruction directed toward standards? YES NO
4. Was the classroom well-decorated and conducive to learning? YES NO
5. Other observations:

**Teacher 7**

**Grade Level: Subject:**

1. Which instructional modes were used by the teacher? (circle all that apply)
   1. whole-class,
   2. teacher-directed small group,
   3. student-directed small group,
   4. independent work,
   5. computer-based learning.
2. Were students engaged in the learning? YES NO
3. Were students orderly? Did they understand and follow classroom procedures and rules?

YES NO

1. What was the nature of teacher-student interaction?
2. Did the teacher seem to work from a well-developed plan? YES NO
3. Was instruction directed toward standards? YES NO
4. Was the classroom well-decorated and conducive to learning? YES NO
5. Other observations:

**Teacher 8**

**Grade Level: Subject:**

1. Which instructional modes were used by the teacher? (circle all that apply)
   1. whole-class,
   2. teacher-directed small group,
   3. student-directed small group,
   4. independent work,
   5. computer-based learning.
2. Were students engaged in the learning? YES NO
3. Were students orderly? Did they understand and follow classroom procedures and rules?

YES NO

1. What was the nature of teacher-student interaction?
2. Did the teacher seem to work from a well-developed plan? YES NO
3. Was instruction directed toward standards? YES NO
4. Was the classroom well-decorated and conducive to learning? YES NO
5. Other observations:

**Please fax completed copy to Pam Sheley: 217-732-3696**