

13 Note-Taking Template

The ideas from the list that follows can help teachers and coaches consider what goals or action steps they hope to address during in-classroom coaching sessions. Coaches and teachers can choose from the list of topics below to help focus the observation.

Coach name: _____

Teachers or other classroom staff members present: _____

Date/start time: _____

Video recording: Y N

Notes for Coaching Meeting	Observation Notes	Video Time Elapsed
Goal: _____	_____	_____
_____	_____	_____
_____	_____	_____
Action step(s):	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Summary of evidence observed:	_____	_____
1. _____	_____	_____
_____	_____	_____
2. _____	_____	_____
_____	_____	_____
3. _____	_____	_____
_____	_____	_____

CLASSROOM MANAGEMENT

Teacher and Environment

- Physical arrangement of space and children where activity takes place
- Setup of materials/manipulatives
- Transitions used to move children from one activity to the next
- Process for giving each child opportunities for math exploration on a computer and at centers

Child

- Length of time taken for all children to transition from one activity to the next
- Demonstrated understanding of meaningful classroom routines (for example, knowing where to go and what to do when an activity is announced)
- Demonstrated understanding of the teacher's expectations for behavior and of the consequences attached to misbehavior

CHILD ENGAGEMENT

Teacher

- Ways teacher displays enthusiasm for the topic
- Encouragement offered for children's efforts/persistence
- Ways teachers incorporate children's ideas into activities
- Ways teachers offer children choices based on interest
- Checks made for student understanding

Children

- Number of children actively participating in activities (at different points)
- Number of opportunities children have to engage in independent activities at centers
- Demonstrated understanding of teacher directions/instruction (for example, "You said, '2 + 2 = 4.'")

SUPPORT FOR CHILDREN'S UNDERSTANDING

Teacher

- Pacing of content delivery
- Questions asked to assess understanding—whom questions are directed to and the types of questions
- Ways teacher addresses children's misconceptions or errors
- Ways teacher emphasizes learning objectives in a lesson
- Ways teacher challenges children who are further along in their understanding of math

Children

- Responding to questions from teachers accurately
- Ability to explain their logic to solve a problem; ability to explain "why"

DIFFERENTIATED INSTRUCTION

Teacher

- Organization of small groups (based on children's skill levels)
- Adjustments made to activities to accommodate individuals or groups of children

Children

- Ability to complete activities independently, with minimal support
- Signs of child affect (for example, boredom; excitement)