

Notetaking and Debriefing Fill-Ins

Before the observation:

- What we are looking for (and does the content of it really matter?)
- What we'll measure
- What note-taking form we'll use

During the observation

- Take notes relentlessly
- If you notice a pattern cropping up and it is an “underpinning” need, then start measuring that
- Try to scrip as much as possible to get the actual teacher/student language in your notes
- Don't worry about crunching the data as you go – we will do that afterward...right now you need to gather that data!
- Watch the clock – it plays a big role in the debriefing!

After the observation:

- Before you talk to anyone else, calculate your notes
- Write down 1-3 statements of fact using your notes (“10 of the 12 questions asked in the 14 minute lesson were ‘right there’ questions” OR “Giovanni was called on 23 times during the lesson and gave incomplete responses”)
- Sketch out the debriefing

Classroom #1 Teacher: _____ **Grade:** _____

Focus: Instructional intensity

Instructional intensity is how many opportunities to respond, practice (written, oral or physical) or clean up a skill or concept a student has in a period of time. (Instructional interaction)

Minute	What the task is	What the students are doing	Type
1			<input type="checkbox"/> Written <input type="checkbox"/> Oral <input type="checkbox"/> Physical
2			<input type="checkbox"/> Written <input type="checkbox"/> Oral <input type="checkbox"/> Physical
3			<input type="checkbox"/> Written <input type="checkbox"/> Oral <input type="checkbox"/> Physical
4			<input type="checkbox"/> Written <input type="checkbox"/> Oral <input type="checkbox"/> Physical
5			<input type="checkbox"/> Written <input type="checkbox"/> Oral <input type="checkbox"/> Physical
6			<input type="checkbox"/> Written <input type="checkbox"/> Oral <input type="checkbox"/> Physical
7			<input type="checkbox"/> Written <input type="checkbox"/> Oral <input type="checkbox"/> Physical
8			<input type="checkbox"/> Written <input type="checkbox"/> Oral <input type="checkbox"/> Physical
9			<input type="checkbox"/> Written <input type="checkbox"/> Oral <input type="checkbox"/> Physical
10			<input type="checkbox"/> Written <input type="checkbox"/> Oral <input type="checkbox"/> Physical
11			<input type="checkbox"/> Written <input type="checkbox"/> Oral <input type="checkbox"/> Physical
12			<input type="checkbox"/> Written <input type="checkbox"/> Oral <input type="checkbox"/> Physical

Fact related to focus of observation: _____

Fact related to focus of observation: _____

Fact related to focus of observation: _____

Debriefing Planning Sheet – Classroom #1, Teacher: _____

If I could get prioritize one piece of feedback to this teacher, I would want him/her to know: _____

*Go back to your notes and highlight the data that you have to support the one piece of feedback that is a priority.

1	Restate the purpose for the coaching interaction	
2	Ask the teacher to reflect on the teaching	
3	Using your notes, describe in detail what you saw during the lesson	
4	Provide specific “Yay!” feedback	
5	Provide specific “Here’s what I’d like you to work on” feedback	
6	Ask the teacher to reflect on your feedback	
7	Choose a next step action and time commitment together	

Classroom #2 Teacher: _____

Grade: _____

Focus: Quality of questions and responses

Type of Question	Quality of Responses
<input type="checkbox"/> General understanding	<input type="checkbox"/> Single word
<input type="checkbox"/> Details (who, what, etc.)	<input type="checkbox"/> Incomplete sentence
<input type="checkbox"/> Vocab/text structure	<input type="checkbox"/> Complete sentence
<input type="checkbox"/> Author's purpose	<input type="checkbox"/> Complex sentence
<input type="checkbox"/> Inference	
<input type="checkbox"/> Opinion/argument	

Time on clock	Question (script this)	Type of Question	Quality of Responses

Fact related to focus of observation: _____

Fact related to focus of observation: _____

Fact related to focus of observation: _____

Debriefing Planning Sheet – Classroom #2, Teacher: _____

If I could get prioritize one piece of feedback to this teacher, I would want him/her to know: _____

*Go back to your notes and highlight the data that you have to support the one piece of feedback that is a priority.

1	Restate the purpose for the coaching interaction	
2	Ask the teacher to reflect on the teaching	
3	Using your notes, describe in detail what you saw during the lesson	
4	Provide specific “Yay!” feedback	
5	Provide specific “Here’s what I’d like you to work on” feedback	
6	Ask the teacher to reflect on your feedback	
7	Choose a next step action and time commitment together	

Classroom #3 Teacher: _____ **Grade:** _____

Focus: Measuring the work of an individual (struggling student)

Minute	What the task is	What the students is doing	Is the student engaging in the task?	Did the student receive feedback?
1			yes no	yes no type:
2			yes no	yes no type:
3			yes no	yes no type:
4			yes no	yes no type:
5			yes no	yes no type:
6			yes no	yes no type:
7			yes no	yes no type:
8			yes no	yes no type:
9			yes no	yes no type:
10			yes no	yes no type:
11			yes no	yes no type:
12			yes no	yes no type:

Fact related to focus of observation: _____

Fact related to focus of observation: _____

Fact related to focus of observation: _____

Debriefing Planning Sheet – Classroom #3, Teacher: _____

If I could get prioritize one piece of feedback to this teacher, I would want him/her to know: _____

*Go back to your notes and highlight the data that you have to support the one piece of feedback that is a priority.

1	Restate the purpose for the coaching interaction	
2	Ask the teacher to reflect on the teaching	
3	Using your notes, describe in detail what you saw during the lesson	
4	Provide specific “Yay!” feedback	
5	Provide specific “Here’s what I’d like you to work on” feedback	
6	Ask the teacher to reflect on your feedback	
7	Choose a next step action and time commitment together	