

Gathering Data Checklist

Before I begin to Gather Data:

- Have I chosen a notetaking form that will highlight the information I want to gather? (This might be a hand-drawn notebook sheet – it does not have to be fancy at all!)
- Is the notetaking form related to the instructional focus from the Pre-Conference?
- Did I review my notes from the Pre-Conference so I'll remember where to sit during the Observation?
- Do I have my clock or timer for tracking during the Observation?

While I'm Gathering Data and in the Classroom:

- Take notes relentlessly
- If I notice a pattern cropping up and it is a foundational skill need, then start measuring that
- Try to script as much as possible to get the actual teacher student language in my notes
- Don't worry about crunching the data right now, as I will do that afterward. At this moment, I need to gather that data!
- Watch the second hand of the clock – it plays a big role in the Debriefing if you are keeping track of time!

After I gather data and leave the classroom:

- Write down 1-3 statements of fact about the focus of the coaching 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



Coaching Note from Jill

Taking notes during Observation has been tricky for me. I have either written too much and can't pick out what to share with the teacher, or I haven't written enough and I have to go back again to gather more information. Neither of those approaches is very efficient.

My goal is to write everything down on the pre-established notetaking form. Then, after I have left the classroom, I start to 'crunch' my notes and look for patterns and data that I want to share with teachers.

This keeps me focused on one thing while I'm in the classroom: gathering important data. That's it!

