



OBSERVATION TRACKER

Observations are a critical part of instructional coaching. Unlike a professional development session, instructional coaching should be personalized for each teacher. In order to effectively personalize each coaching meeting, a coach needs to observe the teacher in action and record factual, non-opinion based notes about what is happening in the classroom. Detailed notes help teachers place themselves back into the moment that a coach refers to, support coaches in guiding a teacher through reflection, and allow for teachers to “redo” a moment in a coaching role play.

Each coach should have a tracker where they record their observations and take notes of strengths and next steps to discuss in the coaching session. The columns and layout will vary depending on a coach’s preference, though each tracker should include the date and time, notes, and relevant class details. Many coaches choose to keep one document (or spreadsheet tab) per teacher to have a running record of each observation in one place. This tracker serves as an example of a possible observation tracker layout and includes examples of [note taking best practices](#). Coaches should use this example to build their own observation tracker!

Date	Time In	Time Out	Class Details Ex.) Grade, Subject, Number of students	Observation Notes Ex.) Teacher quotes, student quotes, teacher actions, student actions, number of responses Note: Feel free to use abbreviations and not stress about proper grammar and spelling! It's the content that is important!	Praise Ex.) Strengths, areas that have improved greatly	Possible Next Steps Ex.) Teacher actions to change, Coach reminders
10/11	12:33	12:50	3rd Grade ELA Three small groups <ul style="list-style-type: none"> • G1: 6 Ss w/ T • G2: 7 Ss on computer • G3: 6 Ss silently reading 	12:34 Class going over Spelling Classroom T: "spell the word spin" "Jamari what sound does the i make in spin?" Jamari: "iiiiii - S P I N" T has Jamari go over to computer and type word in, 4/5 other students watching, 1/5 in pencil pouch 12:37 - T: "If I added an e at the end what word would I have?" Maliyah "Spine" T asks Jayla to spell shining - "What are the first sounds that are made in shining?" Jayla - "sh" 12:38 - T: "what's the root word of shining, Jaxon?" Jaxon: "shine" T: "Major what do we have to do when we are changing the word to -ing word?" Major: "drop the e and add ing" 12:39 - T: "Does this stay long and become shining or stay shIning?" Kyla answers, T asks group to agree or disagree with thumbs, 5/6 give thumbs up, T glances at students talking at computer. T to computer group: "this is lexia time, I know some of you are close to ringing the bell which would be super exciting" 12:40 - T: "Now two of our spelling words are antonyms. What is an antonym?" Jaxon: "they are like opposites" 12:41 - Jamari: "two words that are not spelled the same but mean the same thing" T: "give me an example" Jamari: "soil and dirt" T: "Close, we'd call those synonyms. Jaxon was right, antonyms are opposites. Who can give an example of antonyms?" T calls on 3 Ss for examples 12:45 T " Now, Maliyah give me synonyms." Maliyah: "hot and steaming" T calls on 3 Ss for examples Rotating to stations - groups switch	<ul style="list-style-type: none"> • Pace of the lesson created high student engagement. Perfect amount of urgency with questions and understanding 	<ul style="list-style-type: none"> • Connections when switching from letter sounds to other literary device (in this case synonyms) • Independent practice for each kid on each skill