Colorado Mesa University – Center for Teacher Education
Directed Teaching Assessment: NOATS Log - Purpose & Weekly Recordkeeping

Purpose	▪ The purpose of the NOATS Log is to provide candidates, mentors and college supervisors with a means of monitoring how a candidate's time is being spent in the classroom during the day ▪ The data gathered through this monitoring will be used to adjust how the candidate's classroom time is being spent, as needed
What & By Whom?	▪ Maintaining the log is the **intern**'s responsibility. Its patterns should be monitored by the **mento**r. ▪ Its patterns will also be monitored by the **college supervisor**
Awareness of Time Spent Dedicated to Instruction & Learning	▪ Most schools have a 4.5 – 6.5 hour academic day. Obviously, not all of that time is instructional time. The NOATS Log provides a means of monitoring how much of the academic day is actually being spent on instruction and other duties – contact time with students (not planning) ▪ Given the high positive correlations between time-on-task and learning, it is useful to be aware of how much time is actually dedicated to instruction and learning each week ▪ The data gathered through this monitoring will be used to adjust how the candidate's classroom time is being spent, as needed
NOATS Defined	NOATS stands for **non-contact**, **observing, assisting, teaming, and soloing**. These actions account for the primary ways in which a candidate's time should be spent during periods of instruction.
Non-contact	▪ Planning, in-service, parent conferences, staff meetings, team meetings, etc.
Observing	▪ Focused observations of mentor modeling that will be discussed or debriefed shortly thereafter.
Assisting	▪ Planning, instruction and assessment are planned by the mentor. ▪ The candidate assists the mentor by conducting instructional and/or assessment tasks delegated by the mentor
Teaming	▪ Planning, instruction and assessment are done collaboratively by the mentor and candidate ▪ Mentors provide team leadership and think aloud with/for the candidate ▪ Teaming is the most powerful way of developing a candidate's competence and expertise ▪ Teaming should account for the majority of how the candidate's time is spent prior to soloing
Soloing	▪ Planning, instruction and assessment are the responsibility of the candidate ▪ In some settings, this may involve a continuation of teaming with a shift in role responsibilities ▪ The breadth and duration of soloing should be sufficient to enable a mentor to positively document the level of performance [proficient] that is baseline for an entry-level professional educator in Colorado ▪ Lesson plans are required for all documented solo teaching

Worksheet Instructions	▪ As each day progresses and/or at the end of each day, note and record the total length of time spent engaged in each of the NOATS variables that day
	  ▪ Record this number as a decimal fraction of hours, within its appropriate cell
	  ▪ At the end of the week, when you total the time engaged in each variable, you will round the total to the nearest number of total hours and record it.
	▪ NOTE. While there will be approximately six hours in your school day, not all of this time is dedicated to instruction. **Reproduce the next page to prepare weekly worksheets for the number of weeks needed.**

NOATS Worksheet for the Week of:

	Mon.	Tues.	Wed.	Thurs.	Fri.	Weekly Total
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NOATS Worksheet for the Week of:

	Mon.	Tues.	Wed.	Thurs.	Fri.	Weekly Total
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