



Colorado Mesa University – Center for Teacher Education

Directed Teaching Assessment: NOATS Log - Purpose & Weekly Recordkeeping

Purpose	<ul style="list-style-type: none"> ▪ 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?	<ul style="list-style-type: none"> ▪ Maintaining the log is the intern’s responsibility. Its patterns should be monitored by the mentor. ▪ Its patterns will also be monitored by the college supervisor
Awareness of Time Spent Dedicated to Instruction & Learning	<ul style="list-style-type: none"> ▪ 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	<p>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.</p>
Non-contact	<ul style="list-style-type: none"> ▪ Planning, in-service, parent conferences, staff meetings, team meetings, etc.
Observing	<ul style="list-style-type: none"> ▪ Focused observations of mentor modeling that will be discussed or debriefed shortly thereafter.
Assisting	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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:

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NOATS Worksheet for the Week of:

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