

Teacher Fieldnote Outline*

While engaging in virtual teaching, we are hoping the following template will provide a space to capture important noticings that will emerge. We are asking you to document an important interaction where one of our noticing tenets emerge during your teaching. This teacher fieldnote outline will provide you with a guide to reporting your interaction.

Name: Your first and last name
Site: Your School
Date: Month/Day/Year
Participants: List people involved in interaction (For anonymity, you can list initials that will help you remember who you are write about)
Activity: Quick Description of Activity (i.e., discussion about xx text; writing instruction; pre-discussion breakout room)

1. General observation about interaction

What did you notice about today's virtual interaction with students? What could you say about the general feelings you and your students had in the virtual session?

2. Narrative

Concentrate on *describing* an interaction between you and your students, or students with other students. What went on in this interaction that made you *notice* something. How did students interact with you? How did they interact with their peers? What was the general reaction of students? Pay close attention to dialogue, language use, and moments of tension that emerged during interaction. While positive moments are great to reflect on, it is equally important to capture moments perceived as “negative” or moments gone wrong. Highlight these moments as well. Remember that here you want to provide detail. Summarize discourse, detail turn-taking moments, describe interactions. Try to describe without inserting your own reflection/comments/analysis.

3. Reflection/Analysis

This is your opportunity to reflect on and make sense of the interactions. Above you describe, here you reflect, analyze and make sense of the interaction you describe above. Make connections with noticing frameworks we have discussed, readings, conversations, etc. This is where you can raise questions about this interaction, or other similar situations.

Important reminder about writing Teacher Fieldnotes

1. It is important to write these notes as soon as possible after the interaction to have a fresh memory of the important details.
2. As you write your fieldnotes, feel free to flow in your thoughts. You, other Teacher Partners, and our research team will be reading these. There is no need for restraint.
3. Please follow the fieldnote outline provided for consistency across the team.
4. Please ensure that your own reflections/analysis gets written at the end of your fieldnote. Although you may feel like adding reflection/analysis in the “narrative” section, it is important to only include details there.
5. Ensure that you are reporting as much detail possible! This will provide rich data for you and other Teacher Partners.

*Adapted from Gutierrez & Vossoughi (2010).

Multilens Noticing Framework

Noticing Nuances of Content Learning	Noticing for Collaborative Communication	Noticing for Equity
<p>Noticing how diverse learners...</p> <ul style="list-style-type: none"> • Relate to and make sense of experiences in texts • Tap into their funds of knowledge • Learn how texts convey particular ideologies, perspectives and biases • Use their own perspectives and knowledges to make links across their lives and texts. 	<p>Noticing how diverse learners...</p> <ul style="list-style-type: none"> • Engage in multiparty talk • Share their voices • Might be ignored • Might be taking up too much space • Bring different forms of knowledge to a text • Can engage their full communicative repertoires to a discussion 	<p>Noticing how diverse learners...</p> <ul style="list-style-type: none"> • Need individual and collective safety and support • Need equitable distribution of talk • Need to be engaged in larger sociopolitical issues

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