

“When Do I Document?”

- When my absence from the learning experience will not adversely affect the learning
- When I notice a pattern in behavior, confusion, or ideas that I want others to notice
- When I or an individual or group of students is struggling or has a question and wants to understand someone or something more completely
- When I want to tell or help a child to tell a story of learning
- When an “Aha!” moment seems to be happening for an individual or group
- When we are working on a specific skill, strategy, or routine and need evidence to assess progress
- When I know someone will ask, “What are they learning from doing this?”
- When I anticipate changes in thinking, understanding, or behaving over time
- When I find myself feeling like things *are* or *are not* “going well” and I need evidence to support my perception
- When I sense a quality of engagement or disengagement that is striking
- When groups (small or large, successful or unsuccessful) are working together without teacher facilitation
- When I notice purposeful and connected discourse of almost any kind
- When language or memory is a weakness for one or more students
- Sometimes *after* the experience (notes can be jotted down from memory or photos re-enacted) to travel back in time and facilitate revisiting

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